

THE CHRONICLE

of Higher Education.

April 8, 1992 • \$2.75
Volume XXXVIII, Number 31

Quote, Unquote

News Summary: Page A3

"The revolution in these states is a defining moment in history, with profound consequences for America's own national interests."

President Bush, announcing aid for the former Soviet Union that could help researchers: A41

"The university is perhaps the single most important institution shaping long-term views of politics."

An assistant professor, on the importance of a politically conscious curriculum: B1

"I've heard so many people say, 'I can't keep this women's team together.' Well, no wonder. They're asked to practice at 7 a.m., the coach is paid two cents, there are no scholarships. All of a sudden there's no interest or ability. Big surprise!"

Donna A. Lopiano, on equity in college sports programs: A1

"We must associate ourselves more prominently with solving the problems that concern Americans the most."

Derek Bok, on the need for higher education to reclaim public trust: A17

"We don't like it, but what's to be done? They are citizens."

The U. of Sarajevo's rector, where professors have become the leaders of rival ethnic political parties: A41

"Our economic competitors are clobbering our brains out in manufacturing and trade, and we're debating whether it makes sense to spend a little more money educating the next generation, insuring a healthy work force, rebuilding our infrastructure, and discovering new technologies."

Rep. John Conyers, Jr.: A25

SECTION 1	PAGES A1-52
Athletics	A37-40
Business & Philanthropy	A33-34
Gazette	A45
Fact Files	A34, 38
Government & Politics	A25-31
Information Technology	A20-24
International	A41-44
Personal & Professional	A17-19
Scholarship	A8-16
Students	A35-36
SECTION 2	PAGES B1-52
Bulletin Board	B9-61
Opinion, Letters, Arts	B1-8

Black-College Fund Will Close 6 Offices, Lay Off 25 People

Officials say cuts will free up more money for student support

By JULIE L. NICKLIN

The United Negro College Fund plans to lay off 25 employees and close six of its area offices in an effort to trim its operating costs and free up more money for student support.

The plan was announced by William H. Gray, III, who took over as the fund's president in September. Mr. Gray and other officials of the UNCF, which raises money for 41 private, historically black colleges, said the changes were not prompted by financial problems or lackluster fund raising, but were designed to make more money available to the increasing number of students who are applying to the fund's member colleges.

"Our members need more financial help than ever before," said Mr. Gray. "We want to maximize the number of dollars that are available to send kids to college."

40 Positions to Be Eliminated

The plan calls for the elimination of 40 positions by laying off 25 employees and leaving 15 vacancies unfilled. Six area offices will be closed—in Baltimore, Milwaukee, Indianapolis, Pittsburgh, Aurora, Colo., and Orlando, Fla. At the same time, the UNCF will seek to raise \$56.8-million in fiscal 1993, about \$2.2-million more than in 1992.

Several presidents of the UNCF's member institutions said that the changes under Mr. Gray had come sooner than they expected, but that they were pleased with the objectives. Some UNCF employees, however, who said they were not expecting the changes, said they were shocked and confused by the announcement.

Officials of several other fund-raising organizations said that now is the right time to review administrative costs, especially

Continued on Page A33

Sectarian Strife Buffets Yugoslavia's Universities

Yugoslav intellectuals and universities have become deeply involved in the sectarian strife that threatens the disintegration of the multi-ethnic federation. At the University of Sarajevo, faculty members, like Aleksa Buha (above), a philosophy professor, have become leaders of rival ethnic political parties. "The return of nationalism is indeed a step back," he says, "but we have to go through this phase of tremendous social, spiritual, and moral crisis."



STORY ON PAGE A41

A CHRONICLE SURVEY

Men Outnumber Women and Get Most of Money in Big-Time Sports Programs



A survey of Division I colleges shows disparities in spending on men's and women's sports. Above, an NCAA tournament game between Virginia and Vanderbilt.

By DOUGLAS LEDERMAN

Men at most Division I colleges are much likelier than women to play on sports teams and receive a much bigger slice of sports expenditures than their female counterparts, a *Chronicle* survey shows.

About two-thirds of the 203 colleges that responded to the survey enrolled more women than men in 1990-91. Yet at 130 of those institutions, male athletes outnumbered female athletes by more than two to one. One hundred twenty-one of the colleges gave at least twice as much athletic-scholarship money to men as to women.

Follow-Up on NCAA Study

The survey was intended to follow up on a National Collegiate Athletic Association study released last month, which sought to provide a broad-brush portrait of the relative treatment of

men's and women's sports programs at NCAA colleges.

The *Chronicle* survey was based on the forms that Division I colleges prepared as part of the NCAA's study and was designed to flesh out the association's report, which revealed the data only in the aggregate. Most of the information provided by the colleges for *The Chronicle* survey has never before been released publicly. (A college-by-college list including information from the gender-equity study begins on Page A38.)

Many respondents warned that the information in the reports was not, by itself, a sufficient basis for drawing firm conclusions about an individual college's compliance with Title IX of the Education Amendments of 1972, the federal laws barring sex discrimination at institutions that receive federal aid.

The information, they argued, provided

Continued on Page A37

AVOID THE WORLDWIDE GLUT OF ANONYMOUS CARS.



They look alike and drive alike. Camouflaged by their sameness, they vanish in parking lots, lost among mirror images of one another.

Cars may well be on their way toward becoming interchangeable. But if they ever get there, they'll do so without the help of the Saab 900, the car no cookie cutter could ever create.

The 900 is what becomes of a car when form follows function instead of fashion.

Take its odd-looking profile. That vaguely hunchbacked shape houses one of the world's most protective steel safety cages. One reason why, based upon actual highway accident reports, the Saab 900 has repeatedly been

ranked among the safest cars in its class.

That eccentric profile also houses the largest carrying capacity in its class. Fold down the rear seat, and there's 53 cu. ft. of cargo space, rivaling some station wagons.

But nowhere is the difference between conventional cars and a 900 more apparent than out on the road.

There, its front-engined, front-wheel-drive system provides the superior traction required of a car engineered for Swedish winters. A nimble suspension and tactile steering system unite car, road and driver in the same lively enterprise; no one was ever anesthetized by a Saab 900.

Or shortchanged on amenities. Besides a spirited fuel-injected engine, stan-

dard equipment includes a driver's-side air bag, anti-lock brakes, air-conditioning, power windows, central locking—even electrically heated front seats.

The result is a complete car instead of a compromise, combining rather than choosing between the virtues of safety, utility, performance and value—all in a package that's been described as, well, idiosyncratic.

But then cars, like people, are made infinitely more interesting by their idiosyncrasies. A point your Saab dealer will be happy to prove through a test drive of the 900.

SAAB
WE DON'T MAKE COMPROMISES.
WE MAKE SAABS.

*MSRP, excluding taxes, license, freight, dealer charges and options. Prices subject to change. Prices do not include the 9000 CD Turbo Griffin Edition. © 1992 Saab Cars USA, Inc.

This Week in The Chronicle

Research

NEW PERSPECTIVES IN ART HISTORY

■ Influenced by Marxism, feminism, and psychoanalysis, scholars delve into the politics of Impressionist works of art: A8
■ Responding to complaints, the College Art Association looks at ways to encourage "pluralism" at its annual meetings: A9

VALUING 'COMMUNITY SERVICE'

Scholars can help inform citizens about today's complex policy issues by sharing their expertise on key national issues: B3

Physicists examine radiation from scientific journals: A8
Stereo-speaker array used to study sonic booms: A8
Maharishi Mahesh Yogi dismisses report on meditation: A8
Researchers say they've found largest known organism: A10
Study looks at wealth and poverty in a Lesotho village: A10
'Selfish' behavior of African white-fronted bee-eater: A10
63 new scholarly books: A14

Computing

PREDICTING AN ERUPTION'S HAVOC

Computer simulations that show villagers how hot lava will flow down the sides of a volcano could give them a better chance of survival when it erupts: A20

HUMANITIES SCHOLARS AS COMPUTER PIONEERS

The future National Research and Education Network is often viewed as a service for scientists, but other disciplines are expected to be well represented: A22

A political game on the Internet: A20

Institutions urged to give schools access to networks: A20
Library of Congress sets up a multimedia center: A23
College creates on-line data base of records on women: A23
Libraries group offers access to scholarly data bases: A23
Seven new computer programs; two new optical disks: A24

Personal & Professional Concerns

LEADERSHIP ROLE PRESCRIBED FOR COLLEGES

To regain public confidence, higher education needs to take part in the national agenda, says Derek Bok, president emeritus of Harvard University: A17

AGGRESSIVE CHAMPION OF PROFESSORS' RIGHTS

The Texas Faculty Association tackles issues from salaries to academic freedom in a state where faculty bargaining is forbidden by law: A17

A VOICE SHAPED BY DEFIANCE

Ariel Dorfman wants to disturb people. The playwright, novelist, and Duke University professor writes about exile, oppression, and revenge: A5

THE POLITICAL GOALS OF HIGHER EDUCATION

An apolitical curriculum is a dangerous mirage. Liberal education requires a politically conscious and culturally biased curriculum. Opinion: B1

Vandals damage professor's office: A4

Clarke College will close its doors in May: A4
U. of Texas professor removes AIDS-awareness poster: A4
Yale helps New Haven preserve vital city records: A4
Virginia professor teaches the art of egg dyeing: A4
American Indian artifact stolen from university museum: A6
University asks church to vacate campus property: A6
'Sexual-harassment consent form' rolls U. of Arizona: A17
Career advice for economists lays out a road to success: A17
Professor says president sought to quash complaint: A19

Federal & State Governments

NO 'PEACE DIVIDEND' FOR 1993

The House of Representatives voted not to free up money from military programs to pay for increases in student aid or other college programs: A25



Some art historians and critics are subjecting such paintings as Edouard Manet's "Café-Concert" to rigorous new interpretations: A8

SENATE VOTES TO LIFT FETAL-TISSUE-RESEARCH BAN

The legislation would also prohibit the Secretary of Health and Human Services from citing ethical concerns to withhold federal grants for research: A25

8 NAMED TO NATIONAL COUNCIL ON HUMANITIES

The President nominated eight people—including several controversial scholars—to the NEH advisory board: A25

DEBATE OVER ANIMAL-RESEARCH LAWS

States continue to make it a crime to vandalize or steal from a facility used in such research. But the verdict is out on whether the measures actually do any good: A26

NEW DIRECTOR OF NIH MAKES HER MARK

In her first year Bernadine P. Healy moves swiftly on planning and women's health, but finds she can't avoid controversy: A28

DEBATE OVER U.S. SCIENCE POLICY

Representatives of the Bush, Clinton, and Brown campaigns disagree over technology policy, earmarks, and misconduct investigations: A31

THE USE OF RACIAL CLASSIFICATIONS

A recent appeals-court ruling may have set definitive guidelines on colleges' use of racial criteria in their admissions and hiring. Point of View: A52

IMPROVING THE HEALTH OF AMERICAN POLITICS

Scholars should bridge the "town-gown" divide and share their expertise on important national issues. Opinion: B3

NAFEO chief wins unanimous vote of confidence: A25

New York Governor plugs 'a great national university': A25
Science council to study health of universities: A29
EPA hopes to award 300 more research grants: A29
Education Dept. may be liable for some bad loans: A29

Athletics

MEN FAR OUTNUMBER WOMEN IN DIVISION I SPORTS

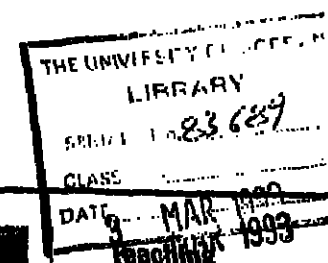
■ A Chronicle survey adds details to an NCAA study of teams in its top competitive division: A1
■ Universities that did not participate in the survey said they wanted to protect sensitive information: A37

U. OF NEVADA AT LAS VEGAS HIRES A NEW COACH

Roland V. Massimino, the men's basketball coach at Villanova University, was named to replace Jerry Tarkanian. He will earn almost \$400,000 a year: A37

Presidents turn to athletics to trim budgets: A37

Loyola Marymount settles suit over player's death: A40



April 8, 1992

NOTE-TAKING SERVICES ARE CRITICIZED

Though some professors say the services are helpful in an era of large, impersonal classes, others say they encourage students to skip classes: A35

Institute will study classics of Eastern culture: A18

2 groups sponsor project to update English curriculum: A18
Early exposure to 'contested issues' is advocated: A18

Finance

BELT TIGHTENING AT BLACK-COLLEGE FUND

The United Negro College Fund is trimming operating costs to free up more money for student support: A1

LIBRARIANS VOW TO FIGHT JOURNAL PRICES

A group proposes measures to combat escalating costs of materials for research collections: A33

U. of Toledo to endow professorship in Catholic thought: A39

Duke's president rescues five academic scholarships: A33
Kenan Trust creates two \$20-million funds: A33
Fact File: 50 foundations ranked by 1990 grants: A34
Foundation grants; gifts and bequests: A34

Students

NEW POPULARITY FOR PROFESSIONAL NOTE TAKERS

Some colleges are looking more closely at students' practice of paying someone else to go to their classes and take notes: A35

Possible anti-Irish bias studied at U. of Houston: A6

Students get some help against the common cold: A35
Unemployed Massachusetts residents get free classes: A35
Chemistry major enlivens elementary-school science: A35

International

U.S. PLAN FOR SCIENCE IN FORMER SOVIET UNION

President Bush announced programs of aid that could strengthen the scientific enterprise in Russia: A41

CRISIS IN YUGOSLAVIA

The University of Sarajevo is writhing under the strains brought by the country's sectarian rivalries and rising nationalistic fervor: A41

BLACKS PROTEST ON SOUTH AFRICAN CAMPUSES

Protests by black students angry over expulsions and charges of racism erupted at several universities: A42

CHINA SEEKS RETURN OF BEST AND BRIGHTEST

Its science academy plans to use financial and other incentives to lure émigré scholars and students: A44

AUSTRALIAN STUDENTS PROTEST AID POLICIES

A march to demonstrate against the government's plans turned into a violent confrontation with the police: A44

INDONESIAN STUDENTS TO BE TRIED FOR SUBVERSION

The action is seen as part of a broad government effort to squelch campus protest: A44

U.S. fund raiser for U. of Cape Town is honored: A41

Britain's Labor Party consolidates academic support: A41
University College in Dublin reopens a job search: A41
3 East European nations plan integrated universities: A43

Arts

PARKS AND MONUMENTS

Exhibitions explore the creation of the Blue Ridge Parkway and the pride of America's playing fields: B4

Gazette

Appointments and resignations in academe: A46

Deaths: A46

Calendar of coming events and deadlines: A46

MARGINALIA

Head in the *Madison* (N.J.) Eagle:
HALF OF YOUTH
ENROLLED IN COLLEGE
Left brain or right brain?

The *Career Services Bulletin* of the National Association of Student Personnel Administrators lists an opening for an assistant director of residence life, the qualifications for which are "masters degree plus 305 years full-time experience."

Note in the *PSSC Bulletin Board*, a newsletter at Pennsylvania College of Podiatric Chiropractic:

"On Tuesday, March 10, someone took my Gefilte Fish and bagel out of the refrigerator that cost \$8.00. If someone wants to share, I would be glad to, but please don't take it without asking."

We'll give it back if you'll tell us where you got that refrigerator.

News item in *The Conglomerate*, the student paper at Centenary College of Louisiana:

"The Student Government Association will attempt to pass its new Constitution this April. . . .

"The new Constitution provides for two vice-presidents instead of one. One is to handle internal business of the SOA and one is to handle the external business."

"The new document also proposes changes in illegibility requirements for the positions of Secretary and Treasurer."

If you have neat handwriting, don't apply.

From *College & University*, a publication of the American Association of Collegiate Registrars and Admissions Officers:

"In a publication directed to prospective students, Stanford University explained the important role that 'community' plays in the overall educational process. . . . a college offers its students innumerable paths to enrichments, both in the classroom and outside it. The individuals with whom you will spend the next four years should be an important factor to you in a campus setting. The impact of such inspiring role models and friends cannot be underestimated."

We'd be glad to try.

Announcement of a symposium at Wright State University:
"Spunk! Professor Steen Pedersen. . . .

"Steen earned his Ph.D. from Aarhus in the early eighties. He has been afflicted with universities in Aarhus, Iowa City, and Indianapolis before coming to Wright State."

Where we hope he was cured of what ailed him.

—C.G.

In Brief

Clarke College will close its doors in May

NEWTON, MISS.—Two years after losing its regional accreditation, Clarke College has decided to close its doors in May.

The two-year Baptist college lost its accreditation by the Southern Association of Colleges and Schools in 1990, following a two-year probation. The accrediting agency cited financial problems and the lack of long-range planning as reasons for the decision.

Since then, the Mississippi college has suffered declines in enrollment and financial support, said James C. Read, dean of the college. He said Clarke had been unable to compete with less-expensive public colleges.

Clarke, which unsuccessfully appealed the accreditors' decision, sued the agency in federal court in September and sought an injunction. Shelton Hand, the college's lawyer, said last week that the court had not yet acted on the case. The accreditors could not be reached for comment.

Invitation to President of Germany is criticized

HOUSTON—George Rupp, president of Rice University, and Charles Duncan, chairman of the institution's board of trustees, have stirred up controversy by inviting Richard von Weizsacker, the President of Germany, to speak at this spring's commencement.

Mr. von Weizsacker has been

Yale helps New Haven preserve vital records

NEW HAVEN, CONN.—Thanks to \$5,700 from Yale University, this city will be able to preserve deteriorating records of marriages, births, and deaths for at least another 100 years.

Many of the records—which in-



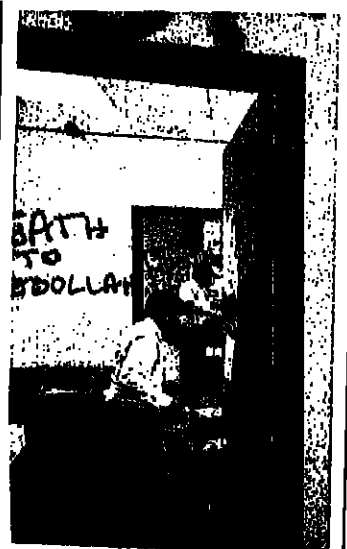
TOM CORRELL FOR THE CHRONICLE

Virginia professor teaches art of egg dyeing

CHARLOTTESVILLE, VA.—A professor of Slavic languages and literature at the University of Virginia led a workshop for townspeople interested in learning the art of Ukrainian Easter-egg decorating. A Ukrainian immigrant

who learned the craft from her grandmother, Natalie O. Kononenko (above) taught those at the workshop *pyshanky*, the art of drawing on eggs with beeswax and then dyeing them to produce intricate designs and figures.

criticized by some, including a Rice professor, for denying his father's role in the Holocaust. Baron Ernst von Weizsacker, Hitler's top professional diplomat, was convicted of sending thousands of Jews to concentration camps. Others, however, have praised the younger Mr. von Weizsacker for his speeches urging Germans to face their responsibility for the Holocaust.



CON KEVILL, LOS ANGELES TIMES

Vandals deface office of professor from Iran

LOS ANGELES—Vandals broke into the offices of a faculty member at the University of Southern California who is from Iran. They damaged equipment, destroyed research papers, and painted graffiti on the walls. The graffiti said "No More Hostages," "No Scuds, Never Again," and "Death to Hezbollah." Hezbollah is a Shiite Muslim group based in Lebanon that is fighting Israeli occupation of the West Bank and Gaza Strip.

The vandals poured oil and battery acid over office equipment and files. The faculty member, Iraj Ershaghi, a professor of petroleum and chemical engineering, has been an American citizen since 1976.

Professor removes AIDS-awareness poster

AUSTIN, TEX.—A sexually explicit AIDS-awareness poster displayed in the office of an assistant instructor at the University of Texas has sparked a heated debate over free speech.

The instructor, Pedro Bustos-Aguilar, says he removed the poster after he was urged to do so by the chairman of the Spanish and Portuguese Department, Lee Fontanella. Several other faculty members responded by displaying the poster in their offices. The poster, called "Get Carried Away With Condoms," depicts two naked men embracing. One of them is wearing a condom.

"This is not some kind of erotic art I put up for shock value," said Mr. Bustos-Aguilar. "It's an informative poster that provides an opportunity for discussion on homosexuality, homophobia, and AIDS."

Mr. Fontanella says he did not tell Mr. Bustos-Aguilar to remove the poster, but simply suggested that he put it in a less prominent place in his office. Mr. Fontanella says he has received numerous complaints about the poster since September from students and parents.

Harvard psychiatrist faulted in suicide

BOSTON — A state medical board has found that a psychiatrist affiliated with Harvard University Medical School "did not conform to accepted standards of medical practice" in treating a Harvard medical student who committed suicide last year.

But the state board did not find that the psychiatrist, Margaret Bean-Bayog, had had sex with her patient, as the patient's family charged, and it did not revoke her medical license.

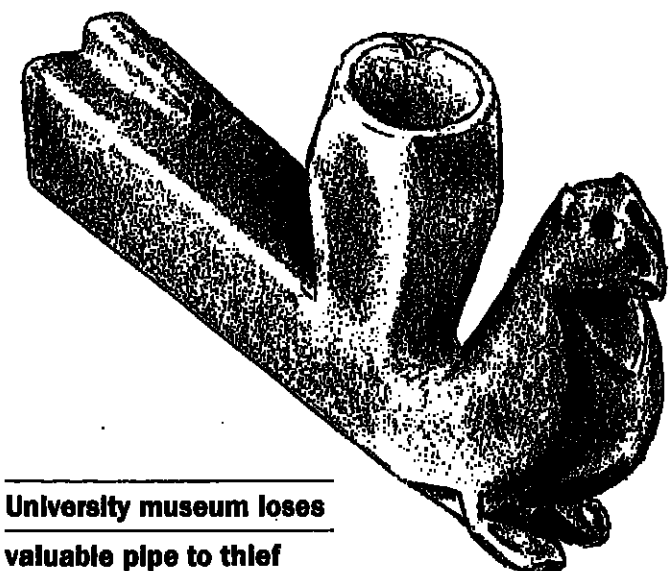
Dr. Bean-Bayog, a clinical assistant professor at Harvard, has been on leave since May pending the board's decision, which is subject to further hearing.

The family of Paul Lozano, the fourth-year medical student who killed himself, has sued Dr. Bean-Bayog, charging her with malpractice and wrongful death.

Dr. Bean-Bayog has called the family's charges "outlandish and false."

Correction

In a Research Note on the role of wives in Victorian households (*The Chronicle*, March 25), the author of the *PMLA* article on which the note was based was incorrectly identified. She is Elizabeth Langland, a professor of English at the University of Florida.



MICHIGAN STATE UNIVERSITY

University museum loses valuable pipe to thief

EAST LANSING, MICH.—A thief pried open a display case at the Michigan State University museum and made off with a 19th-century American Indian artifact.

The artifact, part of a tobacco pipe carved out of stone—a drawing of which appears above—was

donated to the museum by an alumnus. The alumnus's father unearthed the pipe 84 years ago on land that is now part of the campus. A museum spokesman, who declined to disclose the value of the item, said campus police had identified a suspect.

University asks church to leave campus property

PHILADELPHIA—The University of Pennsylvania has asked a non-denominational church to vacate property it has been leasing, in part because of allegations that the church has been using cult-like tactics.

The Church of Our Savior, led by the Rev. Frederick A. Drummond, has been leasing a five-acre site near the campus.

The university asked the church to move because it wants to use the property, but also because of the allegations, said Christopher Mason, president of University City Associates, a for-profit subsidiary of the university that manages its real-estate holdings. According to a report in *The*

Philadelphia Inquirer, church members have complained of being subjected to mind control and other abuses. Mr. Drummond, who was unavailable for comment, has denied the charges.

Alleged anti-Irish bias studied at U. of Houston

HOUSTON—The Education Department's Office for Civil Rights is investigating a student's complaint that the University of Houston-Downtown discriminated against Irish Americans. The complaint was lodged by a student who said a textbook used in an American-history class contained derogatory stereotypes of Irish Americans. The student also claimed that a professor maligned Irish Americans in class.

Cooking for scholarships at Johnson & Wales

PROVIDENCE, R.I.—Twenty high-school seniors from across the country cooked up their favorite dishes as part of a competition for scholarships to Johnson & Wales University.

The culinary institute awarded \$337,000 in scholarships to the participants, including full-tuition grants worth more than \$35,000

each to the winners in each of the two cooking categories—dinner and pastry arts. Below, Anthony Tarro of the American Cancer Society—which set nutritional standards for the recipes—observes John Franke as he prepares his lemon herb flounder *en papillote*. Mr. Franke won a \$10,000 scholarship.



RON HANVELL

PORTRAIT

Giving Voice to the Tragedy of Oppression



Ariel Dorfman: "I'm not against making people laugh or cry, but my main objective is to make people think about things that they may not want to think about."

By DEBRA E. BLUM

Ariel Dorfman—writer, former refugee, Duke University professor—wants to disturb people.

His latest effort is a play he wrote, *Death and the Maiden*, about a woman who meets the man she believes tortured her years earlier under a repressive political regime.

The play opened on Broadway last month starring Glenn Close, Richard Dreyfuss, and Gene Hackman. It is a smash hit in London where it was first produced, and it is expected to open in more than 25 countries by year's end.

While newspaper critics have given the New York production mixed reviews, it is generally agreed that the production stirs up disturbing questions about repression, torture, revenge, and justice. "I'm out to disturb and perturb, not to entertain," Mr. Dorfman says. "I'm not against making people laugh or cry, but my main objective is to make people think about things that they may not want to think about."

Much of Mr. Dorfman's work is unsettling. One of his novels, *Widows*, written in 1981, is about the tragedy of "the disappeared"—people jailed, tortured, and most likely killed by a dictator's secret police—and their loved ones who live without any certainty that their relatives are alive or dead.

Mr. Dorfman attributes his dark mood to an inner voice—the voice of a man who has seen much evil. Born in Argentina in 1942, the grandson of Jews who had fled Russian pogroms, Mr. Dorfman says his life has been shaped by exile and defiance.

Mr. Dorfman says it is ironic that someone like him—who constantly talks in intellectual jargon and makes clear a disdain for those who may be less contemplative—is going Hollywood.

"I'm learning how to live between the academic world, the literary world, and the show-business world," Mr. Dorfman says. "There may be major contradictions between the world of the artisan and the industrially produced world of mass media, but I'm looking for a way these two can nurture each other."

His dramatic projects, he says, have actually thrust him back into the role of the traditional Latin American intellectual who, he says, tends to take more responsibility for what goes on in society than the typical American or European scholar does. During his 10 years at the University of Chile, Mr. Dorf-

man says he produced television programs on literature and ran literature workshops for poor workers. "The tradition here has become that intellectuals are more insular," he says. "There's no divide between my essays—what may be considered my scholarly work—and my fiction. That's rare in academia, maybe too rare."

'Bizarre Character'

Mr. Dorfman says he often feels he is a "bizarre character" among his peers at the university. Not only does he live, as he says, between two cultures, but he is a part-time, tenured professor teaching across disciplines. His courses, which he teaches for only one semester a year, are a cross between literature and international studies. Sometimes he teaches them in Spanish, other times in English. (He writes in both languages, as well.)

One of his favorite courses to teach, he says, is called "Voices of Liberation, Voices of Domination." In it he and his students compare contemporary books, advertisements, and radio programs from the United States to those in developing countries. The analysis, he says, helps students understand their place in the world and the factors that shape their perspective.

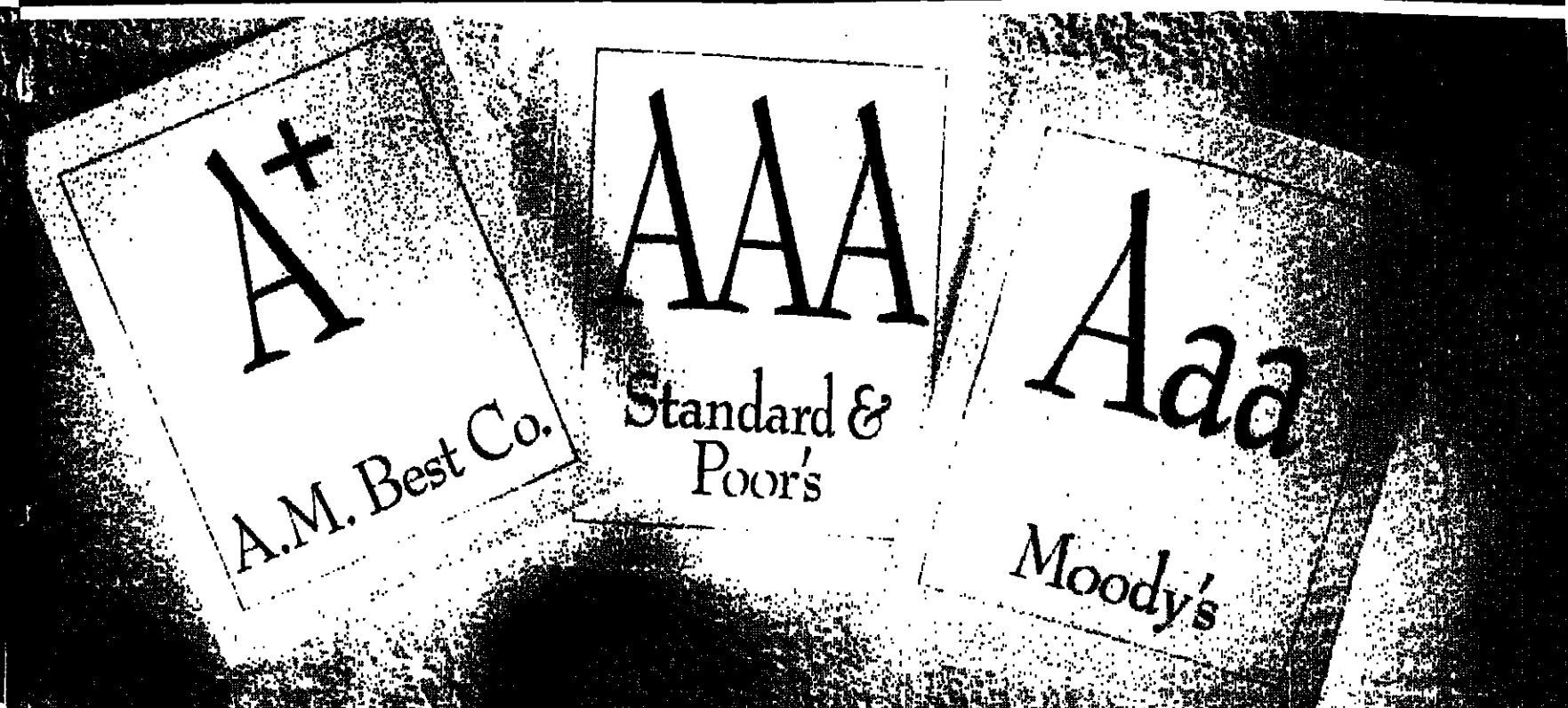
In his teaching, like his writing, Mr. Dorfman says he seeks to be revealing and provocative. He expects his students to attack and analyze works of literature from a personal perspective and, he says, "to bring it into their lives."

Despite the constant disruptions that come with the production of his play and other projects, Mr. Dorfman says he is focused on his teaching. He finds that his life at Duke provides the proper counterbalance to his outside activities.

"It's interesting to be in a world that is forming the public consciousness," Mr. Dorfman says of the entertainment industry. "But I find it equally important to be in the university world, where that consciousness is mediated on and understood."

When Chile's socialist President, Salvador Allende Gossens, was

P R I N C I P L E S o f S O U N D R E T I R E M E N T I N V E S T I N G



BEFORE TRUSTING YOUR FUTURE TO ANY COMPANY, ASK FOR SOME LETTERS OF REFERENCE.

You put more than just your savings into a retirement company. You put in your trust and hopes for the future, too. So before you choose one, ask some questions. How stable is the company? How sound are its investments? How good is its overall financial health?

WHERE DO YOU TURN FOR ANSWERS?

A good place to start is with three independent analysts of financial companies: A.M. Best Co.; Standard & Poor's; and Moody's Investors Service. Their ratings

are widely recognized as reliable indicators of how strong a company really is.

IN THE FINAL ANALYSIS, TIAA IS LETTER-PERFECT.

TIAA received A+ from A.M. Best Co., AAA from Standard & Poor's, and Aaa from Moody's Investors Service. These ratings reflect TIAA's reliable claims-paying ability, exceptional financial strength, superior investment performance, and low expenses.

And TIAA—with its guaranteed rate of return and opportunity for dividends—is

one of fewer than six companies, out of 2,200 nationwide, that received these highest marks.

CREF. FOUR MORE LETTERS EVERYONE SHOULD KNOW.

For further growth potential and diversification, there's the CREF variable annuity, with four different investment accounts to give you the flexibility you want as you save for the future.

Together, TIAA and CREF form the world's largest private retirement system, with over \$100 billion in assets and more

than 70 years of experience serving the education community. For over one million people nationwide, the only letters to remember are TIAA-CREF.

SEND NOW FOR A FREE RETIREMENT INVESTMENT KIT.

Mail this coupon to: TIAA-CREF, Dept. QC, 730 Third Avenue, New York, NY 10017. Or call 1 800-842-2733, Ext. 8016.



Name (Please print) _____

Address _____

City _____ State _____ Zip Code _____

Institution (Full name) _____

Title _____ Daytime Phone () _____

TIAA-CREF Participant ☐ Yes ☐ No If yes, Social Security # _____



Ensuring the future for those who shape it.SM

CREF annuities are distributed by TIAA-CREF Individual and Institutional Services, Inc.

Foot-
notes

Radioactive journals?

Two Canadian physicists have gone to the trouble of measuring the radiation from unbound scientific journals, magazines, and newspapers.

The physicists, at McMaster University and the University of Toronto, found gamma rays from scientific journals that are published on high-quality, glossy paper. Gamma rays are close to X-rays on the electromagnetic spectrum.

The source of the rays, the physicists say, is the clay that is added to paper pulp to produce a glossy surface. The clay contains radioactive forms of some elements, such as radium.

The radiation, however, is not at levels that are likely to harm anyone. A person standing in front of a seven-shelf bookcase of the journal *Nuclear Physics*, for example, gets a dose of radiation that is equal to that received by someone standing in a brick or masonry building.

The physicists published their data in a letter in the March 26 issue of the journal *Nature*.

Georgia Tech researchers have set up an 8-by-20-by-15-foot array of stereo speakers next to a four-room house to study the effects of sonic booms.

The booms, which occur when airplanes exceed the speed of sound, send out powerful sound waves that rattle houses, windows, dishes, and other objects.

In the research being planned at the Georgia Institute of Technology, scientists will broadcast various sonic-boom noises from the speakers while research subjects in the house try to read, talk to each other, and engage in other activities. The noise used in the research will not exceed federal safety standards.

Afterward, the scientists will quiz the subjects about which kinds of noise they found the most unsettling.

The study's purpose is to help engineers to reduce the disturbance that supersonic planes or other, more futuristic forms of transportation might cause.

The Maharishi Mahesh Yogi has joined those who have criticized National Research Council reports on "enhancing human performance."

On two occasions, the council, which is the operating arm of the National Academy of Sciences, has evaluated "performance enhancement" techniques such as meditation and issued skeptical assessments of those methods.

About the council's latest report, the Maharishi International University News Service quotes the Maharishi:

"It is well known that Washington, D.C., is the crime capital of the world. Under that negative influence, no decision-making body would be able to make a positive decision helpful to the American people."

Scholarship



Linda Nochlin of Yale: "Do you love art down on your knees uncritically, or do you love it as you love a dear friend or relative?"

'Revisionist' Art History Portrays Impressionists With New Brush Strokes

Recent scholarship on French works of art reflects the transformation of the field

By SCOTT HELLER

When a new generation of art historians looks at French Impressionist works, they see more than a way with paint or a gift for capturing the fading sunlight. Influenced by Marxism, feminism, and psychoanalysis, such scholars delve into questions of politics, gender, and economics as they seek to scrutinize—rather than celebrate—works of art.

In recent scholarship, Edgar Degas is described as an anti-Semite and an artist who fetishized women's bodies. Édouard Manet is working out oedipal conflicts with his father. And his barmaids are selling more than beer.

Those new views of Impressionism are an example of how art history has been transformed by the importation of new methodologies. "They all take the focus off the pantheon of great artists producing masterpieces," said Patricia Mainardi, a professor of art history at the Graduate Center of the City University of New York.

Fellowship Applications Rejected

Bitter debate has not broken out in the field, as it has within literary circles, save for consistent criticism of the changing approaches from the journal *The New Criterion*. But the Samuel H. Kress Foundation, which supports graduate research in art

history, has begun rejecting fellowship applications if the topic is "too anthropological or sociological." And several scholars at this year's meeting of the College Art Association complained that the program was dominated by theory-based sessions at the expense of more traditional approaches.

Change has come slowly to the profession. Ties to the world of museums make revisionism continually controversial. "Art history is by definition a conservative discipline," said Linda Nochlin, professor of art history at Yale University. "It's a much more material and economically driven field. People want to preserve art as something valuable and untouchable."

Until the 1960's, art historians were trained, in large part, to identify a piece of art and place it within an artist's body of work. Connoisseurship, as the skill is known, had a direct link to the market value of an art work.

Scholars analyzed a painting's formal properties, or traced the use of an image, but left aside the social context in which it was produced. In that way, art history mirrored the New Criticism in literature, which reigned at the time.

"People would sit in offices and establish a chain of works of art, relating a painting of 1910 to a painting of 1870 to a painting

of 1830, but not to the cultural politics of 1910 or 1870," said Robert L. Herbert, professor of art at Mount Holyoke College. His 1988 book, *Impressionism: Art, Leisure, and Parisian Society*, is a widely praised attempt to apply decades of research in social history to the study of painters such as Manet, Degas, and Renoir.

More than many fields, art history is tied to the work of a pantheon of critics and biographers, who include Giorgio Vasari, Erwin Panofsky, Aby Warburg, and Clement Greenberg. Each was put under the microscope in a session at the 1992 art association conference; "Who's Vasari Now?" was the title of one paper.

The "new art history" is self-conscious about the field's founders, its canon, and the values it represents. "The whole category of what art survives and what we write about is being rethought," said Michael Ann Holly, professor of art history at the University of Rochester.

Ms. Holly studies the historiography of the discipline itself, as does Donald Preziosi, professor of art history at the University of California at Los Angeles. Mr. Preziosi is reviewing turn-of-the-century university syllabi, to link the creation of the field, which emphasizes personal style and historical periods, with broader notions about morality and national identity.



"The crafting of a history of art," said Mr. Preziosi, "with its unfolding of epochs and works, had from the beginning a moral and ethical tone to it."

First Wave Influenced by Marxism

The first wave of revisionist scholarship, emerging in the late 1960's and early 70's, was influenced by Marxism. Rather than study the formal properties of a work of art, such as how the paint was handled, historians emphasized the social history of the period, and how it was captured in a work of art.

Much of the new scholarship centered on the 19th century, when, for the first time, artists began dealing with working-class subjects and everyday life, rather than with allegorical or religious themes. "These works were so patently realistic that they demanded an explanation," said James D. Herbert, assistant professor of art history at the University of Southern California.

Many scholars who specialize in 19th-century art credit T. J. Clark, now a professor at the University of California at Berkeley, with answering that demand in his 1985 book, *The Painting of Modern Life: Paris in the Art of Manet and His Followers*.

Feminist scholars raised questions of

Continued on Page A12

College Art Association Looks at Ways to Encourage 'Pluralism' in Its Annual-Meeting Program

In response to complaints that recent conferences have shortchanged traditional art-history scholarship, the College Art Association will review the way its annual meeting is organized.

The association has asked a consultant to survey other scholarly societies to see how they run their annual meetings. "I'm trying to encourage pluralism," said Patricia Mainardi, professor of art history at the Graduate Center of the City University of New York.

Ms. Mainardi heads the committee that oversees the annual meeting, held this year in Chicago. Some 4,500 artists and art historians attended.

Ms. Mainardi said she supported the new scholarship, which focuses on politics and gender rather than formal properties of a work of art. But she described senior scholars as "virtually 100 per cent dis-

affected," especially when they apply to oversee sessions and are turned down.

"I'm critical of the fact that the new developments seem to be pushing out all the old," said Ms. Mainardi. "The problem with art history is that we're monotheistic—it's winner take all. When it's formalist, that's everything. When it's theory, that's all."

Talk of a Splinter Group

With some sessions led by artists and others by historians, the association's meeting often includes a wide range of topics and approaches.

In response to complaints about this year's meeting, the association's board of directors added sessions that focused on historical periods. To mark the Columbus anniversary, the meeting included many papers on multiculturalism and discussion

of work by American Indian and Hispanic artists.

About 20 years ago, the Society of Architectural Historians, which had met along with the College Art Association, decided to begin meeting separately.

Whispers abounded at the art association's latest meeting that some art historians would propose a splinter group, though that did not happen.

"We're not talking about art anymore. We're not talking about quality anymore," complained Samuel Y. Edgerton, Jr., professor of art history at Williams College and a member of the association's board of directors. "We've become an advocacy group for marginals who want to be part of the power structure."

Mr. Edgerton chalked it up to generational politics.

"The younger generation that came out

of the Vietnam War is more embittered," he said. By the meeting's end, he said he was satisfied that quality scholarship was still being produced.

Sandra Hindman, professor of art history at Northwestern University, said she was "puzzled" by the complaints about the art-history portion of the program, which she coordinated. As a field, art history still "venerates the object" and is resistant to theory, she said.

Ms. Mainardi noted that until recently, non-traditional scholarship, including feminist work, had been relegated to the margins of the conference. But she said that, in the current climate, the association needed to satisfy as many constituencies as possible. "Art is embattled enough in this country," she said. "To start having splinter organizations would be a disaster."

—SCOTT HELLER

RESEARCH NOTES

- Researchers say they have found largest known organism
- Anthropologist examines wealth, poverty in a Lesotho village
- 'Selfish' behavior of African white-fronted bee-eater examined

A team of Canadian and American scientists has discovered what may be the largest known organism—a fungus that extends over 30 acres in a northern Michigan hardwood forest.

In the April 2 issue of *Nature*, the scientists estimate that the single individual of *Armillaria bulbosa*, a fungus commonly found in European and North American forests that feeds on the roots of hardwood trees, has a mass of at least 11 tons.

The scientists determined that the wide-ranging fungus was not a colony, but a single individual, by using genetic tests that showed that more than a dozen genes from samples of fungus widely dispersed through the forest were virtually identical.

"The odds of that many genes being identical is minuscule," unless those genes are from a single individual, says John N. Bruhn, a research scientist in forest-plant pathology at Michigan Technological University.

Mr. Bruhn conducted the study with Myron L. Smith and James B. Anderson, botanists at the University of Toronto. The scientists found the gigantic fungus in 1988, while conducting a study for the U.S. Navy on the possible environmental effects of extremely low-frequency electromagnetic fields. Sampling what they initially assumed were different individuals from the same species of fungi throughout the forest, they later found, to their surprise, that all of the samples had come from the same individual.

"We restricted ourselves to a couple of hectares at first and, sampling wider and wider, we finally encountered the edge," Mr. Bruhn says. "We were surprised."

Mr. Bruhn emphasizes that the large fungus is not a product of low-frequency electromagnetic fields. The area in which it was found was being examined as a control in the study, he says, because it was not affected by such fields. He says that, from measurements of the rate at which the fungus grows and branches out, the scientists estimate that it has been growing, genetically unchanged, for about 1,500 years.

—KIM A. McDONALD

Laws and social customs governing the exchange of different kinds of wealth in a rural Lesotho village demonstrate that degrees of wealth and poverty cannot always be objectively measured or ranked, argues an anthropologist at the University of California at Irvine.

Implicit in some kinds of applied anthropology, such as development studies, is the assumption that people can be ranked along a linear scale from rich to poor, says James Ferguson in the current (March) issue of *American Anthropologist*. He disputes that assumption, arguing that, in many settings, exchange of commodities is "culturally constituted," thereby rendering different kinds of wealth incomparable.

Mr. Ferguson bases his argument on field work he did in Lesotho in 1982-83. Families in the Lesotho village of Mashai are rich and poor not only in different degrees, he says, but also in different ways: Some who are rich in land are poor in clothed and have few consumer

goods; others with fine houses have little land or livestock. It is impossible, Mr. Ferguson says, to consolidate such categories of wealth into some generalized measure of power or influence, as can be done to a degree in American society, because local laws and customs dictate that certain kinds of commodities cannot readily be exchanged for others.

Livestock in Lesotho, for example, confers not only economic ad-

vantage but also high prestige. It is also the preferred form of "bridewealth," the payment a man makes to his new wife's family. For those reasons, Mr. Ferguson says, relatively strict customs govern its exchange: Trading cash for livestock is socially acceptable, but exchanging livestock for cash is not, except, for example, when a family is in dire need of money for food or other necessities.

By the same token, he notes, housing in Mashai is not normally bought and sold, but is obtained by building or inheriting a dwelling. Without a housing market, he says, families cannot sell houses to meet more urgent needs.

Thus, Mr. Ferguson argues, wealth in Lesotho cannot be plotted on a linear chart, but must be

located on a more complex map indicating the various paths of exchange. —ELLEN K. COUGHLIN

Two Cornell University biologists say the seemingly selfish behavior of an African bird that disrupts the breeding activities of its progeny and forces its older sons to care for its own young may actually make evolutionary sense.

In the March 26 issue of *Nature*, Stephen T. Emlen, professor of neurobiology and behavior, and Peter H. Wrege, a research associate, say that in their study of white-fronted bee-eaters in Kenya's Lake Nakuru National Park, they often observed unusual forms of conflict between fathers and sons. At critical times of courtship,

Scholarship

mating, and nesting, for example, fathers would harass their sons and their prospective mates. Such harassment included aggressively chasing their sons, stealing food intended for their sons' mates, and blocking the entrances to their sons' nests.

Rather than put up a fight, the scientists say, the sons frequently abandoned their attempts to breed and would remain with their fathers to help defend and deliver food to young at his nest.

"At first glance this would seem to be a problem for the theory of natural selection," Mr. Emlen says.

"Organisms are supposed to be primarily interested in perpetuating their own genes."

But the two biologists calculate

that the behavior also provides a nearly equivalent evolutionary benefit by increasing the survival of the son's younger brothers and sisters, who carry many of the same genes.

By tagging several generations of the birds, the researchers found that breeding bee-eaters often have difficulty obtaining enough food for their young, many of whom starve before leaving the nest. They also discovered that a father, by recruiting a helper, could nearly double the chances of survival for his young.

The researchers calculate that the sons are able to promote the propagation of genes like their own equally well by helping their parents raise young as by bearing their own progeny. —K.A.M.



A male white-fronted bee-eater harasses his offspring. Scientists say such behavior may make evolutionary sense.

FELLOWSHIPS AND AWARDS

National Academy of Sciences

WASHINGTON

At its annual meeting this month, the academy will honor 13 individuals for outstanding contributions to science.

Philip H. Abelson, former editor, *Science* Magazine, for distinguished contributions in the application of science to the public welfare.

Stefan Bengtson, Uppsala U., Sweden, for outstanding research in pre-Cambrian and Cambrian life and history.

Thomas W. Cline, U. of California at Berkeley, and Bruce Baker, Stanford U., for a recent notable discovery in molecular biology by young scientists.

Donald J. Gram, U. of California at Los Angeles, for innovative research in the chemical sciences that, in the broadest sense, contributes to a better understanding of the natural sciences and to the benefit of humanity.

Martha Farah, Carnegie Mellon U., for outstanding empirical research in psychology, specifically that concerning the relationships of consciousness and the physical world.

Alfred P. Gast, Stanford U., and Sangtae Kim, U. of Wisconsin at Madison, for innovative work in chemical engineering by young scientists.

Robert MacPherson, Massachusetts Institute of Technology, for excellence in research in the mathematical sciences.

Andrew J. Majda, Princeton U., for outstanding work in applied mathematics and numerical analysis by an individual whose research has been carried out in institutions in North America.

Joseph L. Reid, Scripps Institution of Oceanography, U. of California at San Diego, for an original contribution to the science of oceanography.

Robert T. Watson, National Aeronautics and Space Administration, for excellence in scientific reviewing in the physical sciences.

George C. Williams, State U. of New York at Stony Brook, for meritorious work in zoology or paleontology published in a three-to-five-year period.

American Physical Society

WASHINGTON

At its April meeting, the society will honor 18 scientists for outstanding contributions to their disciplines.

Fernando de Souza Barros, Luis P. Rosa, Federal U. of Rio de Janeiro, Brazil; Luis Masperi, Bariloche Atomic Center, Argentina; and Alberto Rinder, Argentine National Atomic Energy Commission, for outstanding achievements in promoting public understanding of the relationship of physics to society.

Henry B. Blosser, Michigan State U., and Robert E. Pollock, Indiana U., for outstanding experimental research in nuclear physics.

Claude Cohen-Tannoudji, College de France, and Alan H. Guth, Massachusetts Institute of Technology, for outstanding contributions to physics.

Raymond Davis, Jr., U. of Pennsylvania, and Frederick Reines, U. of California at Irvine, for outstanding achievements in experimental particle physics.

Kurt Gottfried, Cornell U., for outstanding accomplishments in promoting the use of physics for the benefit of society in such areas as the environment, arms control, and science policy.

James E. Koster, North Carolina State U., for an outstanding doctoral thesis in nuclear physics.

Donat J. Lee, Harvard U., and Stephen Quake, Oxford U., for outstanding achievements in physics by undergraduate students.

Stanley Mandelstam, U. of California at Berkeley, for outstanding publications in the field of mathematical physics.

David H. Whitman, Lawrence Berkeley Laboratory, U. of California, for an outstanding doctoral thesis in particle-beam physics research.

Rolf Wideroe, European Laboratory for Particle Physics, Geneva, for outstanding achievements to the physics of particle accelerators.

Lincoln Wolfenstein, Carnegie Mellon U., for outstanding contributions to theoretical particle physics.

"THE FIRST ORDER OF BUSINESS IN OUR MBA PROGRAM IS ASSIGNING ZENITH DATA SYSTEMS PORTABLE PCs."

Every August, up to 30 select business professionals are sent back to school—to Arizona State University's highly-acclaimed MBA for Executives Program. It's a demanding curriculum designed to give them the decision-making skills they'll need for tomorrow's senior management positions.

For the past five years each incoming executive has been issued a powerful study aid to help them succeed—a new Zenith Data Systems portable PC. And with each successive year, Arizona State has upgraded to a more advanced Zenith Data Systems portable.

This year, executives are carrying the sleek MastersPort™ 386SX notebook PC, equipped with an internal modem that provides these busy professionals with the mobility they need.

Without leaving their home or office, they can pick up assignments, ask their professors questions and access reference databases. They can even access an on-line card catalog and journal index to speed their time spent in the university library.

What makes this yearly Zenith Data Systems portable upgrade such a smart business decision for ASU? According to Program Director Dr. Stephen Happel, "Zenith Data Systems always makes new portable PC technology affordable—so we get a lot more for the money spent."

Of course, value like this comes as no surprise to Dr. Happel. After all, Zenith Data Systems has provided universities such as Arizona State with innovative solutions for

more than a decade. That's leadership on campus few can match.

We've taken over 60 examples of how other colleges are using notebook and laptop PCs, and put them on one 3.5" diskette that runs under Microsoft® Windows™ v. 3.0.

For a free copy, and the name of your Zenith Data Systems representative, call 1-800-523-9393, ext. 202.

ZENITH
data systems
Group Bull

*MastersPort 386SL, 2-316SX and 2-320SX are bundled with ZCM-1913 486SX/2025, 486SX/2025, and 486SX/2025 are bundled with ZCM-1912. All prices and specifications are subject to change. Prices are for models shown in U.S. dollars. Shipping, handling, and applicable sales taxes not included in the price. MastersPort is a trademark of Zenith Data Systems. MS-DOS and Microsoft Windows are trademarks of Microsoft Corporation. Copyright © 1992 Zenith Data Systems Corporation.



WE'VE ASSIGNED LOWER PRICES!

	MastersPort 386SL	2-316SX	2-320SX	486SX/2025	486SX/250	486SX/250
PROCESSOR SPEED	20MHz	16MHz	20MHz	20MHz	25MHz	25MHz
HARD DRIVE	60MB	40MB	80MB	80MB	200MB	80MB
EDUCATION PRICES*	\$2279	\$999	\$1349	\$2399	\$3399	\$3299
W/COLOR MONITOR*	\$2588	\$1308	\$1658	\$2699	\$3899	\$3699

MS-DOS® included. *Microsoft® Windows® included. *Unlimited quantities. Call for availability. Prices listed are available through Zenith Data Systems. Resellers determine their own pricing which may be higher or lower than Zenith Data Systems advertised prices.

'Revisionist' Research on French Impressionist Works Reflects Transformation of the Field of Art History

Continued From Page A9
their own. Ms. Nochlin's 1971 article, "Why Have There Been No Great Women Artists?" became something of a rallying cry for scholars interested in studying women artists, as well as how women were portrayed in paintings and sculptures.

A Decisive Role

Since then, feminist art history has come to occupy a decisive role in the field. Part of the effort has been to revive the reputations of women artists like Mary Cassatt and Berthe Morisot, who have recently been the subjects of critical reappraisal and major exhibitions.

Ms. Nochlin and other feminists aim to do more than add names to the canon, however. They want to bring to light the practices of critics, historians, art schools, galleries, and museums, which have consistently excluded women from an equal chance at acclaim.

"At its strongest, a feminist art history is a transgressive and anti-establishment practice, meant to call many of the major precepts of the discipline into question," Ms. Nochlin wrote in the introduction to *Women, Art, and Power* and *Other Essays*, a 1988 collection.

In *The Politics of Vision: Essays on Nineteenth-Century Art and Society*, her most recent collection, Ms. Nochlin considers Degas's anti-Semitism and the side he took in the Dreyfus affair. She also offers a contrary reading of "A Sunday Afternoon on the Island of La Grande Jatte," Georges Seurat's pointillist masterpiece. In "these machine-turned profiles, these regularized dots," she sees not leisure and freedom, but "the dehumanizing rigidity of modern urban existence."

The influence of poststructural-

"Feminist art history is a transgressive and anti-establishment practice, meant to call many of the major precepts of the discipline into question."

ism, semiotics, and literary theory has complicated matters in the 1980's and today.

That is reflected in a recent collection of essays, *Visual Theory: Painting and Interpretation*, edited by Ms. Holly, along with Harvard University's Norman Bryson and Keith Moxey of Columbia University's Barnard College.

Issues of "spectatorship" and "the gaze" are taken up by Mr. Bryson, who draws on semiotics and film theory to consider how a viewer makes sense of a work of art.

Mr. Bryson is one of several scholars trained in literature who have begun to study images.

Are paintings of female nudes meant for male eyes only? How, then, does a woman look at such



Hollis Clayson of Northwestern U.: A mixture of dispassionate observation and covert titillation is part of what makes Impressionism popular.

paintings? Is museum-going a form of voyeuristic pleasure? These are some of the new questions raised as feminism, literary theory, and psychoanalysis meet art history.

Other scholars want to break down the divisions between high art and other visual forms, including popular culture and festivals. The art-association meeting included a session called "Not Art," in which scholars analyzed pulp-magazine photographs, medieval woodcuts, and Parisian shop signs.

Context is everything in the new art history. But in *Visual Theory*, Mr. Bryson suggests that a painting cannot be read as a simple reflection of a real history. He writes: "Original context must be considered to be a much more global affair, consisting of the complex interaction among all the practices which make up the sphere of culture: the scientific, military, medical, intellectual and religious practices, the legal and political structures, the structures of class, sexuality and economic life, in the given society."

A Painting's Ambiguities

A woman stands behind a bar, her thoughts elsewhere, her gaze introspective. Reflected in the mirror behind her are a clutch of well-dressed Parisians celebrating an evening on the town.

The ambiguities of the painting have challenged viewers since Ma-

net painted "A Bar at the Folies-Bergère" in 1882. In a book due next year from Camden House, 14 scholars take different approaches to that one work, in a demonstration of the variety of new and old scholarship in art history.

The painting is a "widely admired icon of modernist uncertainty," said Hollis Clayson, an associate professor of art history at Northwestern University.

But it is more than that, she argues in her new book, *Painted Love: Prostitution in French Art of the Impressionist Era*.

The female barmaid is a member of what Ms. Clayson calls "the sus-

picious professions," said Hollis Clayson, an associate professor of art history at Northwestern University.

But it is more than that, she argues in her new book, *Painted Love: Prostitution in French Art of the Impressionist Era*.

The female barmaid is a member of what Ms. Clayson calls "the sus-

picious professions." In the book, she describes the social history of the period, including the changing legal strictures on prostitution. And she compares visual images with literary accounts by such 19th-century French writers as Charles Baudelaire and Émile Zola.

Impressionist painters such as Manet and Degas were part of a self-conscious avant-garde that aimed to detail everyday life, in-

"Discussion of the aesthetic components of art is supplanted by discussion of the visual arts as an end product of social ideology."

cluding the experiences of the working classes. And they broke from their predecessors by creating slice-of-life images that could not be "read" as stories or narratives.

Such ambiguity has been hailed by modernist critics, who draw a line from Impressionism to the increasing abstraction of 20th-century art. But Ms. Clayson and other feminist critics have their doubts.

In *Painted Love*, she concentrates on the 1860's and 1870's. During that period, single working women were widely considered to be sexually available, if not covert prostitutes. Ms. Clayson contends that images of women in these "suspicious professions"—whether waitresses or salesgirls—contributed to the stereotype, even as the paintings themselves seem to accord respectability to the women pictured.

'Complex Fence Sitting'

In "Café-Concert," Manet portrays a *brasserie* waitress disconnected from the bustle of her surroundings. She sips a beer, oblivious to the top-hatted aristocrat who dominates the scene.

Popular images of waitresses implied that the women were selling

Scholarship

themselves as they sold beer and food. Manet's images are more ambiguous, which some critics have taken to be socially progressive. But Ms. Clayson disagrees, calling the painting "an extremely complex form of fence sitting."

"It was a way to do on the one hand what everyone else was doing—to obsess over and sexualize poor working-class women—and yet also to stay detached from those clichés," she said in an interview.

Affirming Stereotypes

The book also takes issue with earlier criticism of a series of 50 roughly drawn prints of brothel interiors, done by Degas in the 1870's. "Because the prints visualize prostitution in an idiosyncratically fragmented, messy, and daring shorthand, the series looks casual and dispassionate, and as a consequence, seems to present a 'true' (because of being straightforward) account of its subject," writes Ms. Clayson.

But in his "fully tonal, sculptural treatment" of the women's buttocks, Degas affirms the reigning 19th-century stereotype of lower-class women's "primitive sexual appetite and activity," she argues.

This mixture of dispassionate observation and covert titillation is part of what makes Impressionism popular, Ms. Clayson says. She writes: "The noncommittal appearance of the art that resulted from this strategy helps to explain our culture's long-standing love affair with these canny, masculinist achievements of the Impressionist avant-garde."

In this week's issue of *The New York Times Book Review*, Grace Glueck, a former arts reporter and editor for the *Times*, takes a harsh view of Ms. Clayson's perspective on the Impressionists. "Ms. Clayson's heavy political agenda," she writes, "leads her into highly debatable assumptions."

Hilton Kramer, editor of *The New Criterion*, said in an interview that feminist interpretation now unfortunately dominates scholarship on 19th-century art. "Discussion of the aesthetic components of

"Art history is by definition

a conservative discipline.

People want to preserve

art as something

valuable and

untouchable."

art has been totally supplanted by discussion of the visual arts as an end product of social ideology," he said. "In the academy, there virtually is no debate."

Over-Reaching and Reductive

Some scholars do worry that the new approaches are over-reaching and reductive. Jack Flam, professor of art history at Brooklyn College of the City University of New York, has a piece in the collection on "A Bar at the Folies-Bergère" in which he argues for attention to the painting's "poetic" qualities. Too often, he said, scholars treat a painting only as a document of its

time and place and ignore the ways in which it differs from popular illustration and other realist forms.

Mount Holyoke's Mr. Herbert sees a new formalism creeping into the current interest in semiotics and deconstruction. "Too often it leads to nearly exclusive attention to style, at the expense of history, to ideas that have more to do with 20th-century criticism than with French paintings of the previous century," he wrote in his 1988 book.

Is the new wave of scholarship anti-art?

Ms. Nochlin of Yale doesn't think so. She asks a different question: "Do you love art down on your knees uncritically, or do you love it as you love a dear friend or relative?"

19th Century Is Lively Topic for the New Art Criticism

The 19th century remains a lively topic for art historians who relate politics, gender, and psychoanalytic theory to painting and sculpture. Scholars with work in progress include:

■ Nancy Locke, a graduate student at Harvard University. In a paper at this year's meeting of the College Art Association, she described how Édouard Manet's oedipal tangle with his father informs "The Street Singer," an 1862 painting. As a judge, Ms. Locke says, Manet's father probably ruled on cases

involving the regulation of street entertainers much like the woman in the painting.

■ Eunice Lipton, an independent scholar. She has finished a book about Victorine Meurent, the model for "The Street Singer" and other notable Manet works. Ms. Lipton compares Meurent's thwarted artistic career to her own aspirations to become a writer.

■ Steven Z. Levine, a professor of the history of art at Bryn Mawr College. In a forthcoming book, Mr. Levine takes a psychoanalytic approach in dis-

cussing Claude Monet and the concept of narcissism.

■ Patricia Mainardi, professor of art history at the Graduate Center of the City University of New York. Her book about the end of the French salon system will be out later this year. She is at work on a study of marriage law and adultery in French society and culture.

■ Abigail Solomon-Godeau, assistant professor of art history at the University of California at Santa Barbara. She is studying sexuality, femininity, and photography in France. —S.H.

Performance In A Class By Itself

If you're looking for a way to make the most of your retirement savings and that of your plan participants, consider performance. A lot of providers of 403(b)(7) retirement plan services claim it. But few can prove it. Fidelity's assets have grown from \$14.9 billion in 1981 to more than \$150 billion* today.

But performance should extend into other areas as well. It's just as important to find a turnkey solution that gets high marks from you and your employees. That's why we place such emphasis on participant record-keeping and employee communications support, as well as choice and flexibility.

To find out more about Fidelity's first class performance and how it can help you, contact our Retirement Services Group at 1-800-343-0860.

Fidelity Investments®
Tax-Exempt Services Company

A division of Fidelity Investments Institutional Services Company, Inc.

*As of January 31, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.



NEW FROM JOSSEY-BASS

William H. Bergquist

The FOUR CULTURES of the ACADEMY

William H. Bergquist
**THE FOUR
CULTURES OF
THE ACADEMY**
INSIGHTS AND
STRATEGIES FOR
IMPROVING LEADERSHIP
IN COLLEGIATE
ORGANIZATIONS

Every organization has its own distinct culture, and there is a growing recognition of the importance of an understanding of organizational culture as a tool for institutional effectiveness. But academic managers and leaders will fail in their efforts unless they recognize that there are four distinct cultures coexisting in the academy.

In this book, William H. Bergquist presents a comprehensive analysis of the four distinct cultures in higher education to show how the image, traditions, and character of institutions are shaped by the interactions of the four cultures. He details how they interrelate and influence the individuals who work and live within the institution. And he shows how an understanding of the four cultures can improve leadership, communication, interpersonal relations, and decision making in an academic organization.

April \$27.95

ORDER FROM THE ADDRESS
OR TELEPHONE NUMBER BELOW.

JOSSEY-BASS PUBLISHERS

350 SANSOME STREET
SAN FRANCISCO, CA 94104
415. 433.1767
FAX 415. 433.0499

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Caribbean New York: Black Immigrants and the Politics of Race, by Philip Kasinitz (Cornell University Press; 304 pages; \$39.95 hardcover, \$13.95 paperback). Shows how forces of racial solidarity and ethnic distinctiveness have shaped the identity of New York's West Indian immigrants.

Com In Our Blood: Culture and Ethnic Identity in a Contemporary Arawakan Indian Village, by Alan R. Sandstrom (University of Oklahoma Press; 420 pages; \$39.95 hardcover, \$19.95 paperback). An ethnographic study of a village in the Amazon basin.

AUSTRALIAN CAMPUS

Review Weekly

Australia, New Zealand, SE Asia and the South Pacific now have a dedicated Higher Education weekly tabloid—**AUSTRALIAN CAMPUS REVIEW WEEKLY**.

With journalists and contributors throughout the region, **Australian Campus Review Weekly** provides in-depth coverage, news, debate and academic job vacancies.

Subscribe now for just A\$72.00, plus postage.

For information and subscriptions:
Telephone 61 2 360 1685
Fax 61 2 360 4932

10 Elizabeth Street Paddington
Sydney NSW 2021 AUSTRALIA
JLJ014032

archaeology of a Nabataean village in northern Veracruz, Mexico.

ARCHAEOLOGY

The Judean Desert Monasteries in the Byzantine Period, by Yishai Hirschfeld (Yale University Press; 336 pages; \$45). Combines archaeology and social history in a study of Christian monasteries established in the Judean desert in fourth-century Palestine.

ART AND ARCHITECTURE

Chinese Earth-Sheltered Dwellings: Indigenous Lessons for Modern Urban Design, by Gideon S. Golany (University of Hawaii Press; 200 pages; \$44). A study of traditional, below-ground dwellings that today house some 40 million Chinese; proposes a method of integrating earth-sheltered space into modern urban design.

Popular Sikh Art, by W. H. McLeod (Oxford University Press; 160 pages; \$24.95). Focuses on posters in a study of the role and nature of "bazaar art" in present-day Sikh society in India; also examines the overall history of Panjabi art.

CLASSICAL STUDIES

A Commentary on Homer's "Odyssey", Volume III, Books XVII-XXIV, edited by Joseph A. Russo, Manuel Fernandez-Galiano, and Alfred Heubeck (Oxford University Press; 462 pages; \$110). The final volume of a commentary on the epic.

Lucan's Civil War, translated by Susan H. Braund (Oxford University Press; 348 pages; \$93). Critical translation of the first-century Roman writer's poem on the civil war between Caesar and Pompey.

Sons of the Gods, Children of Earth: Ideology and Literary Form in Ancient Greece, by Peter W. Rose (Cornell University Press; 422 pages; \$45 hardcover, \$14.95 paperback). Considers instances in ancient literary and philosophical texts in which an "ideology of inherited excellence" is described and challenged; develops a Marxist hermeneutical approach based on the work of Friedrich Jameson and the Frankfurt School theorists.

ECONOMICS

The Economics of Cost, Use, and Value: The Evaluation of Performance, Structure, and Process Across Time, Space, and Economic Systems, by Francis Seaton (Oxford University Press; 224 pages; \$32). Proposes a new framework for the integrated analysis of prices and values.

Addresses of Publishers

Beacon Press, 25 Beacon Street, Boston 02108
Cornell U. Press, 124 Roberts Place, Ithaca, N.Y. 14851
Peter Lang Publishing, 62 West 45th Street, New York 10036
McGill-Queen's U. Press, 3430 McTavish Street, Montreal H3A 1X9
Oxford U. Press, 200 Madison Avenue, New York 10016
Charles Scribner's Sons, 866 Third Avenue, New York 10022
State U. of New York Press, State University Plaza, Albany, N.Y. 12246
Temple U. Press, Broad and Oxford Streets, Philadelphia 19122
U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637
U. of Hawaii Press, 2840 Kolowalu Street, Honolulu 96822
U. of Massachusetts Press, Box 429, Amherst, Mass. 01004
U. of Missouri Press, 2910 LeMone Boulevard, Columbia, Mo. 65201
U. of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73019
U. of Tennessee Press, Knoxville, Tenn. 37996
U. of Toronto Press, 10 St. Mary Street, Suite 700, Toronto M4Y 2W8
U. Press of Florida, 18 N.W. 15th Street, Gainesville, Fla. 32611
Yale U. Press, 92A Yale Station, New Haven, Conn. 06520

ture, and Process Across Time, Space, and Economic Systems, by Francis Seaton (Oxford University Press; 224 pages; \$32). Proposes a new framework for the integrated analysis of prices and values.

FOLKLORE

For Enquiring Minds: A Cultural Study of Supermarket Tabloids, by S. Elizabeth Bird (University of Tennessee Press; 248 pages; \$32.95 hardcover, \$14.95 paperback). Considers such topics as tabloids' links with traditional oral narrative; recurrent themes and formulas in tabloid writing; and differences between men's and women's experiences as readers.

GEOGRAPHY

Nineteenth-Century Cape Breton: A Historical Geography, by Stephen J. Harasby (McGill-Queen's University Press; distributed by University of Toronto Press; 274 pages; \$44.95 U.S.). Traces the impact of Scottish immigration on the Canadian island's settlement and agricultural development, and the role of mercantile and industrial capital in the growth of its cod-fishing and coal-mining industries.

HISTORY

Arctic Journeys: A History of Exploration to the Northwest Passage, by Miller Goff (Peter Lang Publishing; 377 pages; \$36.95). Discusses Norse, Irish, Iberian, German, Danish, British, French, and American contributions to Arctic exploration.

Black Women Abolitionists: A Study in Activism, 1828-1880, by Shirley J. Ye (University of Tennessee Press; 216 pages; \$34.95 hardcover, \$17.95 paperback). Focuses on black female abolitionists' activities in the Northeast and Midwest, with some discussion of California and Canada; describes their experiences of sexism in the antislavery movement and racism in the feminist movement.

Class and Politics in Milan, 1881-1904, by Louise A. Tilly (Oxford University Press; 368 pages; \$49.95). Examines class identity and trade-union activism among Milanese workers during the period.

"Good-bye, Great Britain!" The 1976 NW Ontario, by Kathleen Burk and Alec Cairncross (Yale University Press; 256 pages; \$30). Discusses the economic crisis that forced James Callaghan's Labor government to turn for help to the International Monetary Fund, and describes Labor's efforts to avoid the domestic-political changes that were conditions of the loan.

Herbert Samuel: A Political Life, by Bernard Wasserstein (Oxford University Press; 466 pages; \$79). A biography of the English statesman, philosopher, and broadcaster who lived from 1870 to 1963.

Medieval Worlds: Barbarians, Heretics, and Artists in the Middle Ages, by Arno Borst, translated by Erik Hovgaard (University of Chicago Press; 274 pages; \$39.95). Focuses on issues of language, power, and cultural change in a study of knights, witches, heretics, monks, kings, female poets, and rebellious university professors in medieval society.

Miasmas and Diseases: Public Health and the Environment in the Pre-Industrial Age, by Carlo M. Cipolla, translated by Elizabeth Potter (Yale University Press; 144 pages; \$20). Uses papers of the Florentine Health Magistracy to reconstruct ecological and medical conditions in the Florentine countryside in the first three decades of the 17th century.

On Our Own Ground: The Complete Writings of William Apes, A Pequot, edited by Barry O'Connell (University of Massachusetts Press; 344 pages; \$30 hardcover, \$16.95 paperback). Edition of writings by a Massachusetts-born man of Pequot Indian and white parentage who fought for the United States in the War of 1812, became a Methodist minister in 1829, and championed the rights of Mashpee Indians on Cape Cod in the 1830's.

Politics and Military Merit: Current Affairs and Citizenship Education in the British Army, 1914-1980, by S. P. MacKenzie (Oxford University Press; 264 pages; \$60). Examines citizenship and current-affairs education programs in the British army, with related discussion of the role of rank-and-file soldiers in the Labor Party's victory in the 1945 general elections.

Ruling Up a Prophet: The African-American Encounter with Gandhi, by Siddhartha Kasur (Beacon Press; 222 pages; \$28 hardcover, \$14 paperback). Topics include contacts between Mohandas Gandhi and such black American leaders as W. E. B. Du Bois, Howard Thurman, and Martin Luther King, Jr.'s mentor, Marcus Garvey.

Soldiers of Christ: Preaching in Late Medieval and Reformation France, by Larissa J. Taylor (Oxford University Press; 368 pages; \$55). Explores the period's religious values and practices through an analysis of more than 1,500 sermons given by leading French preachers from 1460 to 1560.

Such Hardworking Peoples: Italian Immigrants in Postwar France, by Francis Iacovetta (McGill-Queen's University Press; distributed by University of Toronto Press; 278 pages; \$29.95 U.S.). Examines the experiences of southern Italian immigrants who arrived in Toronto during the years 1945 to 1965.

Traders and Gentlemen: The Livingstones of New York, 1678-1790, by Cynthia A. Kierner (Cornell University Press; 312 pages; \$39.95). Traces four generations in the history of a New York family of Scottish origin whose members were prominent in the economic, political, and social life of the colonial and post-colonial era.

True Government by Choice Men? Inception, Education, and State Formation in Canada West, by Bruce Curtis (University of Toronto Press; 252 pages; \$60 U.S. hardcover, \$19.95 U.S. paperback). Discusses political changes resulting from the union of Upper and Lower Canada in 1841; focuses on the activities of education inspectors who were sent by the central government to report on conditions in the province of Canada West.

Scholarship

Law
John Marshall Harlan: Great Dissenter of the Warren Court, by Tinsley E. Yarbrough (Oxford University Press; 432 pages; \$29.95). A biography of the U.S. Supreme Court Justice who lived from 1833 to 1901; explores the significance and substance of his conservative dissents on such major cases as *Miranda v. Arizona* and *New York Times v. United States* (the "Pentagon Papers" case).

Linguistics
Deconstructing Morphology: Word Formation in Syntactic Theory, by Rochelle Lieber (University of Chicago Press; 238 pages; \$37.50 hardcover, \$24.95 paperback). Challenges the existence of a morphological level of language, and argues that the rules and vocabulary that have been assigned to such a level actually belong to the levels of syntax and phonology; draws on Noam Chomsky's "Government-Binding" theory of syntax, recent research in phonology, and data from Dutch, English, French, Tagalog, and other languages.

Writing
Bunting: The Shaping of His Verse, by Peter Makin (Oxford University Press; 404 pages; \$92). Traces the life and work of the 20th-century British poet Basil Bunting; focuses on the depiction of Northumbrian legend in his 1966 work *Briggflatts*.

Carlo Michelstaedter and the Failure of Language, by Daniela Bini (University Press of Florida; 308 pages; \$39.95). Explores the work and brief, troubled life of Michelstaedter, an Italian writer and artist who committed suicide in 1910 at age 23; argues that his analysis of language made him a forerunner of such contemporary theorists as Georges Bataille, Maurice Blanchot, and Jacques Derrida.

Collette and the Fantom Subject of Autobiography, by Jerry Aline Fieger (Cornell University Press; 240 pages; \$34.50 hardcover, \$11.95 paperback). Draws on Freudian theory in a study of fictional aspects of the French writer's autobiographical works.

Playing Cowboys: Low Culture and High Art in the Western, by Robert Murray Davis (University of Oklahoma Press; 168 pages; \$19.95). Examines the representation of the Western hero as developed in Owen Wister's *The Virginian* (1902) and later in novels and films of the post-World War II era.

The Promethean Politics of Milton, Blake, and Shelley, by Linda M. Lewis (University of Missouri Press; 240 pages; \$34.95). Explores Promethean figures and imagery in works by the three English male poets, with additional discussion of the myth in works by such female writers as Mary Shelley, Charlotte and Emily Brontë, and Elizabeth Barrett Browning.

The Rhetoric of Politics in the English Revolution, 1642-1680, by Elizabeth Skerpan (University of Missouri Press; 280 pages; \$42.50). Focuses on John Milton, John Foxe, and James Harrington in a study of the relationship between discourse and ideology as revealed in petitions, speeches, and pamphlets from three stages of the English Revolution—the civil war, the regicide, and the debate over the restoration of the monarchy.

Sending My Heart Back Across the Years: An Autobiography, by Hertha D. Wong (Oxford University Press; 256 pages; \$35). Traces the history of American Indian autobiography from pre-contact oral and pictographic forms through contemporary narratives.

Talents and Tachnologies: Literary Ohio and the New Assembly-Line Flotilla, by John W. Aldridge (Charles Scribner's Sons; 162 pages; \$18). Considers the work and critical reputations of such writers as Donald Barthelme, Anne Beattie, T. Coraghessan Boyle, Louise Erdrich, Jay McInerney, and Bobbie Ann Mason.

Talking Back: Toward a Latin American Feminist Literary Criticism, by Debra A. Cavillio (Cornell University Press; 336 pages; \$42.50 hardcover, \$14.95 paperback). A study of literary and theoretical texts by female writers from Argentina, Brazil, Cuba, Mexico, Puerto Rico, and the United States.

West of Everything: The Inner Life of West-erns, by June Tompkins (Oxford University Press; 264 pages; \$21.95). Analyzes novels and movies in the Western genre; argues that Westerns originated as a reaction against the female-dominated popular fiction of the mid-19th century.

Writing in Limbo: Modernism and Caribbean Literature, by Simon Gilkadi (Cornell University Press; 256 pages; \$36.95). Draws on deconstructionist theory in a study of how such Caribbean writers as George Lamming, Paule Marshall, and Samuel Selvon have simultaneously appropriated and subverted European notions of modernism and modernity.

MATHEMATICS
Relative Category Theory and Geometric Morphisms: A Logical Approach, by Johnstone, by Johnstone and Frederick Rowbottom (Oxford University Press; 224 pages; \$75). A work of interest to logicians, set and category theorists, and computer scientists.

MUSIC
Aural Images of Lost Traditions: Sharps and Flats in the Sixteenth Century, by Robert Toft (University of Toronto Press; 199 pages; \$60 U.S.). Proposes a way of determining pitch in 16th-century vocal music in which sharps and flats were rarely noted; discusses works by Alexander Agricola, Josquin Desprez, and Clemens non Pape.

PHILOSOPHY
African Philosophy: Traditional Yoruba Philosophy and Contemporary African Realities, by Seyoum Chadea (Peter Lang Publishing; 298 pages; \$27.95). Focuses on Nigeria's Yoruba people in a study of African concepts of person, individuality, community, morality, causality, and relationality; also examines economic, political, and social conditions in Africa from a philosophical perspective.

The Machiavellian Cosmos, by Anthony J. Parel (Yale University Press; 216 pages; \$30). Shows how the Renaissance Italian political philosopher's belief in astrology and bodily humors shaped his concepts of politics, history, religion, and ethics.

Mythic Union: An Essay in the Phenomenology of Mysticism, by Nelson Pike (Columbia University Press; 232 pages; \$29.95). Analyzes the experience of mystic union with God as described in writings by such Christian mystics as Teresa of Avila and John of the Cross.

Continued on Following Page

Real flexibility in TDAs.

One on one.

How can you give your employees the investment options they need in tax-deferred annuities?

Let VALIC show you one-on-one what our Independence Plus program offers.

Flexibility. The Independence Plus portfolio has nine mutual fund investment options and two highly competitive fixed rate options, with a toll-free number that allows you to switch among funds with just a phone call. It even offers provisions for tax-free loans.

Strength and stability. VALIC has specialized in qualified retirement plans and tax-deferred annuities for more than 35 years.

Over \$14 billion in assets rank VALIC in the top 2% of America's life insurance companies. We carry the highest rating from both A.M. Best - A+ (Superior) and Duff & Phelps - AAA. We have also been assigned insurance ratings of AA+ (Excellent) from Standard & Poor's and Aa2 (Excellent) from Moody's Investors Service.

Personal service. Our representatives can certify the maximum annual contribution amounts for every employee, perform paycheck comparisons and retirement needs analyses, as well as cash value projections.

So to talk one-on-one with a VALIC representative, just call for an appointment and an employer fact kit at 1-800-22-VALIC.

The
Alternative
of
Choice

VALIC

An American General Company

For more complete information about Independence Plus, including charges and expenses, please call for a free prospectus. Please read it carefully before sending or investing any money. Independence Plus is insured by The Variable Annuity Insurance Company (VALIC).

©1992 The Variable Annuity Insurance Company, Boston, Texas. VALIC is a registered service mark of The Variable Annuity Insurance Company.

Falmer Press • The International Education Publisher

New from the Falmer Press Teachers' Library Series...

KEY CONCEPTS FOR UNDERSTANDING CURRICULUM

Colin J. Marsh, Secondary Education Authority, Western Australia
"It is teachers who in the end will change the world of school by understanding it."—Series Editor's Preface

In answer to considerable demand from teachers and students alike, the author has produced an invaluable guide to more than thirty major concepts in curriculum. Through its concise and systematic presentation of material, this book offers a clear and sure foundation for the understanding of curriculum and is intended for those involved in curriculum matters for the first time.

1991 • 284 pages • Series 5
Hardcover 0-73070-008-4 \$71.00 • Softcover 0-73070-009-2 \$27.00

Important Books in Curriculum Studies...

SCHOOL KNOWLEDGE FOR THE MASSES: World Models and National Primary Curricular Categories in the Twentieth Century

John W. Meyer, Stanford University,
David Kamens, Northern Illinois University,
and Aaron Benavot, Hebrew University of Jerusalem, Israel

This unique book presents quantitative data on curricular categories around the world and over time. A distinctive theory of modern educational systems is discussed that explains why there is so much worldwide standardization. These curricular outlines tend to be rather similar across very disparate sorts of countries, and the authors suggest world processes that have produced this result.

April 1992 • 212 pages
Hardcover 1-85000-948-1 \$77.00 • Softcover 1-85000-949-X \$26.00

TEACHERS AS RESEARCHERS: Qualitative Inquiry as a Path to Empowerment

Edited by Joe L. Kincheloe, Clemson University, South Carolina

"Without romanticizing, patronizing, or denigrating them, [Kincheloe] attempts to engage teachers with some ideas that may be helpful in their struggle to control their own professional destinies."—Preface

This book views the teacher as both consumer and producer of knowledge about education. It attempts to engage teachers in the debate about educational research and commits itself to a vision of teachers as self-directed, critical professionals.

1991 • 210 pages • Series 3
Hardcover 1-85000-853-1 \$47.00 • Softcover 1-85000-854-X \$22.00

BIOGRAPHY, IDENTITY AND SCHOOLING: Episodes in Educational Research

Ivor F. Goodson, University of Western Ontario, Canada,
and Rob Walker, Deakin University, Australia

"This area of study was selected so that the authors would not concentrate on an individual act of 'history making' but would ground their work into broad social contexts and structures."—CHOICE

This book is a restatement of the central role that people play in the educational process and in educational systems. The authors relate their work on curriculum reform to the succession of changes in the sociology of education, using it as a starting point for setting new directions.

1990 • 232 pages
Softcover 1-85000-802-7 \$25.00

Visit us at AERA in San Francisco, April 21-23: Booth #604,606,608

To order call TOLL FREE 1-800-821-8312 (9:00 a.m. to 5:00 p.m. EST)
Or write: Falmer Press, c/o Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598

NEW SCHOLARLY BOOKS

Continued From Preceding Page
 of Avila, John of the Cross, Bernard of Clairvaux, and Angela of Foligno. *The Nature of All Being: A Study of Wittgenstein's Modal Atomism*, by Raymond Bradley (Oxford University Press; 272 pages; \$39.95). Argues that Wittgenstein's *Tractatus* offers a view of the world in which possibilities are given an important ontological status, that ontology is central to the Austrian theorist's philosophical enterprise, and that there are deep differences between his concept of atomism and that of his teacher and colleague Bertrand Russell.
Political Philosophy 2: The System of the Philosophies of History, by Luc Ferry, translated by Franklin Philip (University of Chicago Press; 200 pages; \$26.95). Focuses on various philosophies of history descended from German Idealism.
Will and World: A Study in Metaphysics, by N. M. L. Norton (Oxford University Press; 192 pages; \$49.95). Discusses interrelated conflicts concerning the freedom and the reality of the will.

POLITICAL SCIENCE

Flying Blind: The Politics of the U.S. Strategic Bomber Program, by Michael E. Brown (Cornell University Press; 376 pages; \$47.50). Considers political and bureaucratic forces that have shaped the development of 15 postwar strategic bombers from the B-35 to the B-2.
Gramsci's Democratic Theory: Contributions to a Post-Liberal Democracy, by Sue Goldin (University of Toronto Press; 221 pages; \$45 U.S. hardcover, \$17.95 U.S. paperback). Discusses the theory of a pluralistic, post-liberal democracy outlined in the work of the Italian socialist theorist Antonio Gramsci (1891-1937).
The Poverty of American Politics: A Theological Interpretation, by H. Mark Ruffolo (Temple University Press; 271 pages; \$44.95 hardcover, \$22.95 paperback). Attributes current problems in American politics to fundamental flaws in the design of the country's founding principles.
Urban Political Economy: Broward County, Florida, by Ronald K. Vogel (University Press of Florida; 176 pages; \$24.95). Presents a case study of leadership and the dynamics of business-government relations in one rapidly growing suburb community.
The Workers' Party and Democratization in Brazil, by Margaret E. Kock (Yale University Press; 384 pages; \$35). Examines the origins, achievements, and internal structure of the Workers' Party, its relations with the labor, feminist, and environmentalist movements, and differences between it and other parties created during Brazil's transition from military to democratic rule.

PSYCHOLOGY

Women and Gender: A Feminist Psychology, by Rhoda Unger and Mary Crawford (Temple University Press; 706 pages; \$39.95). Topics include the ways in which psychologists have "constructed" differences between men and women.

RELIGION

The Books of Contemplation: Medieval Jewish Mystical Sources, by Mark Vernon (State University of New York Press; 270 pages; \$49.50 hardcover, \$16.95 paperback). Discusses Hebrew treatises by medieval Jewish theologians whose perspectives differed greatly from mainstream rabbinic thinkers; argues that the writings are a product of Spain, rather than France as claimed by the scholar Gershom Scholem.
Mark and Luke in Poststructuralist Perspectives: Jesus Begins to Write, by Stephen D. Moore (Yale University Press; 192 pages; \$25). Draws on the theories of Jacques Derrida, Michel Foucault, and Jacques Lacan in a deconstructionist study of the two Gospels.
The Prayer Texts of Luke-Acts, by Steven P. Filymore (Peter Lang Publishing; 134 pages; \$35.95). Analyzes 11 explicit prayer-related sections of the Gospel of Luke and the Book of Acts.
The Tao of Islam: A Sourcebook on Gender Relationships in Islamic Thought, by Shichiko Murata (State University of New York Press; 397 pages; \$39.50 hardcover, \$19.95 paperback). Draws links between Muslim teachings and the Chinese concept of yin/yang in a study of gender symbolism in Islamic works on the nature of relationships between God and the world, humans and the world, and the human and God; includes much previously untranslated material.
Ultimate Hope Without God: The Atheistic Eschatology of Ernst Bloch, by Thomas West (Peter Lang Publishing; 368 pages; \$36.95). Discusses the 20th-century German Marxist philosopher's views on religion.

HISTORY

Rhetorical Questions: Studies of Public

Discourse, by Edwin Black (University of Chicago Press; 210 pages; \$24.95). Includes original and previously published essays on the ideological elements in literary texts and the use of literary devices in political advocacy.

SOCIOLOGY

Alternative Medicine in Britain, edited by Mike Saks (Oxford University Press; 288 pages; \$65). Includes original essays on acupuncture, homeopathy, spiritual healing, and other alternative treatments.

Everyday Justice: Responsibility and the

Individual in Japan and the United States, by V. Lee Hamilton and Joseph Sanders (Yale University Press; 304 pages; \$35). Compares average American and Japanese citizens' views on wrongdoing, responsibility, and punishment; based on surveys conducted in Detroit and in Kanazawa and Yokohama, Japan.
Gay Culture in America: Essays from the Field, edited by Gilbert Herdt (Bacon Press; 255 pages; \$27.50). Includes original essays on gay culture across different ethnic, age, and regional groups.
Post-Military Society: Militarism, Demilitarization, and War at the End of the Twentieth Century, by Martin Shaw (Temple University Press; 229 pages; \$44.95 hardcover, \$19.95 paperback). Explores a trend toward demilitarization in advanced industrial countries.

FELLOWSHIPS, PRIZES

THE ABE FELLOWSHIP PROGRAM

The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation Center for Global Partnership (CGP) are now accepting applications for the 1992-1993 Abe Fellowship Program. The Program's aim is to encourage international multidisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in long-range policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American research communities in order to build an international network of scholars committed to and trained for advancing global understanding and problem solving.

■ Abe Fellowships are designed to provide support for Japanese and American research professionals with a doctorate or with an equivalent level of professional training as well as third country nationals affiliated with an American or Japanese institution. Applicants should be interested in conducting research in the social sciences and the humanities relevant to any one or combination of the following themes: *global issues, problems common to advanced industrial societies, and issues that relate to improving U.S.-Japan relations.*

■ Abe Fellows will be eligible for up to 12 months of full-time support although fellowship tenure need not be continuous. Terms of the fellowship are flexible, and are aimed at meeting the differing needs of Japanese and American researchers at different stages in their careers.

■ Fellows will be expected to affiliate with an American or Japanese institution appropriate to their research aim, and the Fellowship will typically be used for extended residence in the country of study and research.

■ Application forms may be obtained from the Social Science Research Council and must be accompanied by a ten page statement of the proposed research activity. *The deadline for submission of applications is September 15, 1992.* The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program
 The Social Science Research Council
 605 Third Avenue, New York, NY 10158
 Tel: (212) 681-0280
 Fax: (212) 370-7896

FACULTY SCHOLARS' AWARDS

Each year the William T. Grant Foundation makes awards to up to five investigators whose research contributes to understanding the development and well-being of children, adolescents and youth. Awards are for five (5) years, totaling \$175,000 including indirect costs.

The goal of the Faculty Scholars' Program is to promote children's development to healthy and productive adulthood by supporting investigators in a variety of fields on topics such as problem behaviors in school-age children. Applicants should be junior or pre-tenure, but established investigators (with a record of publication), in tenure-track positions. Award recipients will be called William T. Grant Faculty Scholars.

Applicant institutions and individuals should obtain the brochure outlining the application procedure from:

Faculty Scholars Program
 William T. Grant Foundation
 515 Madison Avenue
 New York, New York 10022-5403

Deadline for applications for 1993 awards is July 1, 1992.

PRIZES

The Aspen Institute

Grants for Research on the Nonprofit Sector

The Nonprofit Sector Research Fund seeks to expand understanding of nonprofit activities, including philanthropy and its underlying values, by supporting high quality, basic, and applied research undertaken by scholars and practitioners.

Eligibility

Grants will be awarded to individuals and institutions. In addition to supporting scholars who are already working in this field, the Fund encourages applications from scholars new to the field, practitioners, scholars from disciplines not well represented to date (psychology, political science, and anthropology, for example), doctoral candidates, women, and minorities.

Application Procedure

Guidelines, including the principal areas of interest to the Fund, are available from The Aspen Institute at the address shown below.

Grants

Awards will typically be in three categories:

1. Grants to individuals not to exceed \$20,000 to support doctoral dissertation research work.
2. Grants of up to \$50,000 to support research by any eligible applicant.
3. Grants in more substantial amounts, not normally to exceed \$100,000, to support larger scale research.

Grants in the third category are likely to be limited in number. Grants will be awarded, following appropriate proposal review, by the Nonprofit Sector Research Fund Council.

Dates

Proposals must be postmarked by May 1, 1992 for awards on September 15 and July 1, 1992 for awards on December 15.

Please send proposals to:

Elizabeth T. Boris, Director
 Nonprofit Sector Research Fund
 The Aspen Institute
 Suite 1070
 1333 New Hampshire Avenue, NW
 Washington, DC 20036
 202-736-5800

Nominations Invited for

THE SPARK M. MATSUNAGA MEDAL OF PEACE



Deadline April 30, 1992

The United States Institute of Peace is seeking nominations for the first annual Spark M. Matsunaga Medal of Peace. The Institute will award the medal to individuals or organizations who have contributed in extraordinary ways to peace among the nations and peoples of the world, giving special attention to contributions that advance society's knowledge of peacemaking and conflict management. Nominees may be citizens or organizations from the United States or another country.

The medal, the first of its kind authorized by United States law, honors the late U. S. Senator Spark M. Matsunaga of Hawaii, a longtime proponent of peace education. In addition to the bronze medal designed by the U.S. Mint, laureates will receive a \$25,000 cash award.

The United States Institute of Peace is an independent federal institution created and funded by Congress to promote research, education, and training in the fields of international peace and conflict resolution.

To obtain nomination forms for the Spark M. Matsunaga Medal of Peace, contact the



UNITED STATES INSTITUTE OF PEACE
 1550 M Street, N.W., Suite 700
 Washington, D.C. 20005
 Telephone: (202) 457-1700
 Fax: (202) 429-6063

Nominations must be received by the Institute by April 30, 1992.

Personal & Professional

Bok: To Avoid Bashing, Colleges Must Take a Leadership Role on National Problems

Harvard's president emeritus prescribes ways for institutions to regain public confidence

By CAROLYN J. MOONEY

The president emeritus of Harvard University says colleges and universities could start to regain public confidence by working to improve the nation's public-school and medical-care systems, responding to the changing needs of business, and taking a leadership role on other pressing national issues.

In remarks prepared for the annual conference of the American Association for Higher Education this week, Derek Bok suggested that the nation's higher-education institutions were being bashed these days not because they were doing a worse job or raising tuition, or because they were "politically correct," but because they were not seen as taking part in a national agenda.

"We must associate ourselves more prominently with solving the problems that concern Americans the most," he said.

Mr. Bok also called upon universities to show that they place the highest value on undergraduate education, but acknowledged that in many cases they first had to do so. "The public has finally come to suspect quite strongly that our institutions are not making the education of students a top priority," he said.

The title of the conference, which includes many sessions devoted to improving undergraduate education and ac-



Derek Bok, president emeritus of Harvard U.: "There is no one able to communicate a compelling vision of what we are trying to accomplish for our students."

ademic leadership, is "Reclaiming the Public Trust: Costs, Quality, Commitment." That theme was chosen because the association's leaders agreed that the erosion of public confidence had recently dominated the higher-education agenda, said Russell Edgerton, president of AAHE. That higher education is under attack in tough financial times compounds the problems that colleges and universities face, he said. "The

interesting question is, Do you think that when the economy snaps back everything will be fine?" Mr. Edgerton asked in an interview. "I think it would be a mistake to think so. Higher education is going to have to respond to an economic agenda but also to a performance agenda."

Mr. Bok frequently addressed the theme of public responsibility during his 20-year career as Harvard's president, which ended last year. He is now a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University.

Inconsistencies in Public Attitudes

In his remarks, Mr. Bok questioned what he said were inconsistencies in public attitudes toward higher education. When he began his job as president, he said, campuses were in turmoil—students were taking over buildings, prominent people were kept from speaking on campus, ethnic-studies departments "were imposed on universities by intimidation," and drug use was rampant. Yet most criticism of higher education came from within the academy, he said.

By contrast, when he stepped down last year, "the riots had stopped, any public figure could come and speak freely, academic decisions were not influenced by intimidation, drug use had all but disappeared."

Continued on Following Page

BAN ON COLLECTIVE BARGAINING

Texas Association Is Aggressive Champion of Professors' Rights

By KATHERINE S. MANGAN
 AUSTIN, TEX.

In a dusty town in the Texas Panhandle, a war between West Texas State University's president and faculty was raging out of control as each day brought new reports of bugged telephones, hate mail, and lawsuits.

Meanwhile, trouble was brewing 350 miles away at the University of Texas at Dallas, where 10 tenured faculty members had been told their academic programs and their jobs were being phased out.

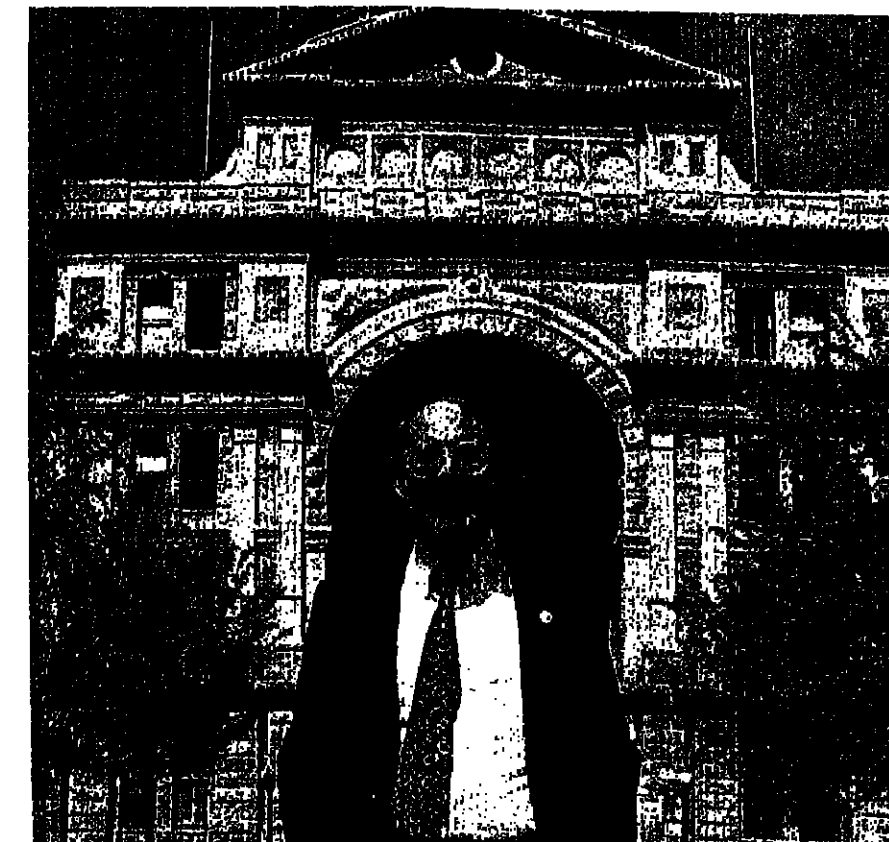
From Battle to Battle

As the new director of the Texas Faculty Association, Charles Zucker found himself bouncing from battle to battle, crisscrossing the state with a briefcase full of complaints and legal documents.

"Sometimes I feel that when I get off the plane, faculty are waiting for me," Mr. Zucker says during an interview in his office here. "I feel like I should be handing out numbers like you do in a butcher shop."

In the seven years since it was founded, the Texas Faculty Association has earned a reputation as an aggressive champion of faculty rights—tackling is-

Continued on Page A19



Charles Zucker, of the Texas Faculty Association: "We see ourselves as an effective organization that has the resources not to be pushed around."

THE CURRICULUM

- College plans institute to study classics of Eastern culture
- 2 groups sponsor project to update the English curriculum
- Early exposure to 'contested issues' advocated for students

St. John's College in Santa Fe, whose curriculum focuses on the "great books" of Western culture, plans to open an institute devoted to the classics of Eastern culture.

Starting this fall, the Institute for the Study of Eastern Classics will offer an intensive one-year graduate program for about 20 students. It will focus on classic texts of India in the first semester and on classic texts of China in the second. Students, who will earn certificates but not degrees, will have to study Sanskrit or classical Chinese. India and China were chosen because of their long and rich written traditions, officials said.

The founding of the new institute doesn't mean St. John's is abandoning its focus on Western culture and rushing toward a multicultural curriculum. Its undergraduate and master's-degree "great books" programs won't change at all. St. John's officials hope the institute—which they say will emphasize serious and sustained study rather than "trendy popularization"—will become a model for multicultural education.

Students will be in a better position to study the East, says James Chrey, the institute's director.

To End Bashing, Colleges Urged to Take Leadership Role on National Problems

Continued From Preceding Page

peared. Yet a torrent of criticism was pouring down on us." Mr. Bok cited the legacy of criticism left by William J. Bennett, the former Education Secretary; Congressional hearings on scientific fraud and "financial malpractice"; accusations that universities champion "politically correct" attitudes; complaints about tuition increases; and a Justice Department lawsuit accusing elite institutions of conspiring in their tuition and financial-aid policies.

Why so much criticism now, Mr. Bok asked, when in fact universities are in many ways doing a better job than they did 20 or 40 years ago?

He ruled out many explanations which, he said, might initially seem plausible. For example, he said that despite the furor over "political correctness," few students 20 years ago dared challenge the prevailing orthodoxy that condemned the Vietnam war, the government, and the corporate world. Similarly, in the 1950's, conformity prevailed.

'Leaders Are Largely Silent'

As for increases in college costs, he said, tuition actually rose faster in relation to the cost of living in the 1950's than it did in the 1980's.

In a brief reference to the controversy over how universities bill the government for indirect-research charges, Mr. Bok said that despite "unfortunate mistakes" made by many institutions, accounting practices were better today than in

once they have studied the West. And they will be studying it intensely rather than as part of a piecemeal approach designed to satisfy political aims, he says.

The program's Indian readings will include *Rigveda*, one of the original texts of Hinduism; *Arthashastra*, the principal treatise of Indian political theory; the *Bhagavadgita*; and others. Chinese readings will include the *Analeis of Confucius* and writings by Mo Tzu, Chuang Tzu, and others.

In its first two years, the institute will be financed by a \$207,320 grant from the Lynde and Harry Bradley Foundation. If the college decides to operate it permanently, it would need faculty approval.

—CAROLYN J. MOONEY

Updating the undergraduate English curriculum at 30 teaching institutions is the goal of a project sponsored by the Modern Language Association and the Fund for the Improvement of Postsecondary Education.

The project will send English professors at leading research universities to work with faculty members on the other campuses. The colleges will review their curricula,

the past. Likewise, he argued, there is no evidence to suggest that the quality of undergraduate education has dropped.

Mr. Bok suggested that the erosion of public confidence was due in part to higher education's failure to communicate its goals. "Today, university leaders are largely silent, too heavily burdened with raising funds and administering their huge institutions," he said. "There is no one able to communicate a compelling vision of what we are trying to accomplish for our students."

'The Victim of Distortion'

Institutions must share in the blame, he said, for putting research ahead of teaching and for relying heavily on teaching assistants.

Finally, Mr. Bok said, while universities continue to do valuable research, they are not seen as contributing to national goals the way they were at the end of World War II and in the early years of the space program. He said campuses could make such a contribution by improving teacher education and working more effectively with schools, by addressing health-care costs and preventive medicine in their medical schools, and by developing business-school programs that are more responsive to businesses.

"We have been the victim of much exaggeration and distortion," he said. "Even so, we have not convinced the public or ourselves that we are doing all we could."

taking into account new scholarly developments, projected faculty turnover, and the changing backgrounds of their undergraduates.

Among those serving as consultants are Harvard University's Henry Louis Gates, Jr., Wesleyan University's Richard Ohmann, and Duke University's Jane Tompkins. Most of the consultants are associated with new approaches to the teaching of literature and writing.

Mr. Ohmann's first visit to the State University of New York College at Oswego was helpful, said Edward O'Shea, chair of the English department there. "Our curriculum for the major is about 40 years old," he said. "We have the feeling that we need to catch up."

—CAROLYN J. MOONEY

When it comes to new employee benefits, the only thing we're asking you to spend is the next 30 seconds.

Read on and find out how you and your employees can benefit from cafeteria style payroll deduction benefits...all available at no cost to your institution.

Your contributions are \$0. Plus, Acordia does all the leg work, from employee education through working with payroll on implementation.

Acordia can save your employees up to 60% in premium costs compared to other insurers. Now you can retain valuable employees with benefits they choose—many which are guaranteed no matter the employees' health status.



So, keep your money in the bank and enhance your benefits package. Call Acordia Collegiate Benefits today!

Acordia.
Collegiate Benefits
1-800-752-4232

Voluntary Payroll Deduction Benefits	You Pay (\$ This Amount)
Interest Sensitive Whole Life	-0-
Term Life	-0-
Long Term Care	-0-
Short Term Disability	-0-
Long Term Disability	-0-
Hospital Indemnity Plan	-0-
Accident Protection	-0-
Sickness Protection	-0-
AD&D	-0-
Dental	-0-
Vision	-0-
Tax Sheltered Annuities	-0-

Your employees can choose from these exciting benefits.

Personal & Professional

He noted, however, that some faculty members questioned whether they should move toward a "textual studies" approach that addresses popular culture and non-literary writings, which is being tried at a handful of universities.

—SCOTT HELLER

A successful undergraduate major should introduce students to methodological debates and "contested issues" early on, says a handbook that offers guidelines on how to conduct effective program reviews.

The handbook draws on recommendations made by committees of the Association of American Colleges. Carol Geary Schneider, the association's executive vice-president, said the handbook was unusual because it urges a focus on educational goals and results instead of the typical data on how many majors a department sponsors and how many go on to graduate school. It asks departments to

explain the goals of their introductory and mid-level courses and to define connections made between general-education courses and those in the major.

Copies of "Program Review and Educational Quality in the Major" are available for \$12 and at bulk rates from the AAC, Publications Desk, 1818 R Street, N.W., Washington 20009; (202) 387-3760.

—S.H.

It's hard enough to change the curriculum on a single campus. But the Association for General and Liberal Studies plans to honor a professor or administrator whose efforts at campus change have had a national impact. The deadline for nominations for the Joseph Katz Award, to be presented in October, is June 15. For nomination forms or information contact Beverley Pitts, Assistant Provost, Ball State University, Muncie, Ind. 47306; (317) 285-3716.

—S.H.

Personal & Professional

Association Is Aggressive Champion of Rights of Professors in Texas

Continued From Page A17

from salaries to academic freedom—in a state where collective bargaining is forbidden by law. Texas is one of only 16 states that do not allow faculty members to engage in collective bargaining.

Despite Texans' historical distaste for unions, the TFA has more than doubled its active membership since 1988, from 592 then to 1,414 this year. The association has 30 chapters throughout the state, of which all but one are at public colleges and universities.

While its membership represents a small fraction of the faculty members at Texas's 95 public institutions, the association has played a prominent role in legal and legislative battles over higher education. At the Legislature, it has helped focus attention on the problems of female and part-time faculty members while battling for, among other things, standardized faculty grievance procedures and more-affordable health insurance.

The association, which is affiliated with the National Education Association, also intervenes on behalf of professors pursuing grievances against their institutions.

Says Samuel Freeman, a TFA member who teaches political science at the University of Texas-Pan American and is head of the Faculty Senate there: "The administration knows that if they jerk faculty around as they are wont to do, the union will be there to defend its members." The association has successfully intervened in grievance cases on behalf of Pan American professors, he adds.

Some Cases Border on Bizarre

Some of the cases taken on by the association border on the bizarre. One pending case involves a faculty member who says he was dismissed for wearing his military uniform and supporting the Gulf war. Another involves a professor who says he was threatened with dismissal for allegedly plagiarizing his own work.

With little formal structure for adjudicating complaints on many Texas campuses, faculty members often take their grievances to the courts, with the TFA's backing.

College President Accused of Intimidation Over Bias Complaint

ST. MARY'S CITY, MD. A black faculty member at St. Mary's College of Maryland has accused the president of trying to intimidate him into withdrawing a discrimination complaint.

Reginald O. Savage, an assistant professor of philosophy on leave from the college this academic year, filed a complaint with the Maryland Commission on Human Relations and the federal Equal Employment Opportunity Commission. He claimed that a divisional committee that evaluated his performance in the spring of 1990 had used the review process "to harass and humiliate" him, and had been motivated by "racial hostility." (The college has divisions rather than departments.)

The divisional committee recommended that Mr. Savage be given a

"Since Texas is a non-bargaining state, people's only access is through the courts," says Christine Maitland, the NEA's higher-education coordinator. "The TFA is very visible because of that."

Among the recent cases in which the TFA successfully intervened:

- An appeals court ruled in October 1991 that the Dallas campus had violated the rights of the 10 faculty members fired after their departments were eliminated. The court determined that the faculty members were tenured to the university, not to their individual departments, and therefore should have been given a chance to demonstrate they could teach elsewhere in the university.

- The Board of Regents of the

"The administration knows that if they jerk faculty around as they are wont to do, the union will be there to defend its members."

University of Houston voted in January 1991 to reinstate a tenured professor of psychology at the Clear Lake campus. The professor, Chris Downs, had been dismissed despite a faculty panel's conclusion that the professional misconduct charges against him were unsubstantiated. The reversal came after faculty protests and a TFA threat to sue the university.

■ Faculty members at Southwest Texas State University won a 5-per-cent pay raise over a period of 1½ years after the faculty association conducted an exhaustive review of the university's financial records covering the past five years. The TFA concluded that a significant amount of money could be used for raises. The association finally succeeded in securing the raises after publishing its report, talking with the president, holding a news conference, and conducting a petition drive.

"We see ourselves as an effective organization that has the re-

sources not to be pushed around," says Mr. Zucker. "We don't always win, but administrators know they're in a fight."

TFA leaders don't mince words when they're displeased with an adversary. They declared that the president who fired Chris Downs was himself guilty of "gross professional misconduct." In another case, they sided with a popular president, accusing the regents who had fired a former head of Southwest Texas State University of engaging in a "wretched exercise in petty politics."

Stance Angers Administrators

At times, their combative stance has angered administrators, including the former president at West Texas State, Ed D. Rouch. Mr. Rouch was the target of scathing attacks from faculty critics—including TFA leaders—who objected to what they said was his authoritarian style and close ties to the oil magnate T. Boone Pickens.

Asked to comment on the association, he says: "I believe things should always be handled with honesty, openness, and integrity, and that was not always the case at West Texas State. I think it has more to do with the personalities involved than the organization." Mr. Rouch is now an associate deputy chancellor with the Texas A&M University system.

The Texas Faculty Association was formed in 1985 by a group that broke away from the state's chapter of the American Association of University Professors. The split occurred after a battle over whether it was appropriate to accept financial backing from the NEA—a rival of the AAUP, which is the collective-bargaining agent for faculty unions in some other states.

The association's founders decided to start their own organization in partnership with the NEA, and, before long, the TFA was the most visible faculty group in the state.

Adds Mr. Zucker: "Where we've been effective is by causing trouble for the administration." That may mean filing grievances, holding press conferences, or even suing an institution.

"Frankly, it's a huge waste of time," Mr. Zucker says. "We're trying to change people's behavior and empower faculty so they really do have some rights."

nied the allegations. He said he had urged Mr. Savage to file a grievance within the college but had never tried to dissuade him from filing a complaint. A special trustees' committee at the college that looked into Mr. Savage's allegations said in a statement last month that it was a "mischaracterization" to interpret the president's remarks to Mr. Savage as threatening his job.

Mr. Savage asked federal officials to take the lead on the case because, he said, he feared that he would not get a fair hearing from a state agency investigating a public institution.

Meanwhile, the college's faculty senate is preparing to examine both Mr. Savage's case and the institution's evaluation process.

—DENISE K. MAGNER



WE'VE

Find out how at the AACRAO Annual Meeting.

GOT IT

April 19-24, 1992

LICKED.

Dallas, Texas
Booths 36 and 37

Information Technology

Screens created by the "Erupt" programs show four stages of one of the most powerful types of volcanic explosion, known as Plinian. The smoky plume is dispersed by the wind, resulting in a fallout of ash for miles around.

A Volcano in Action Before the Lava Flows

Students of international politics at institutions in the United States and Australia are staying in close touch on the Internet this week as they deal with a crisis in the Middle East.

For a political game, students at Georgetown University and the Universities of Melbourne and Texas at Austin are assuming the roles of real Middle Eastern politicians. They are communicating by electronic mail as they strive to defuse several crises created by their professors. In one, for example, the Emir of Kuwait is shot down in a helicopter.

"The idea is to get students familiar with the real actors. All the students have to prepare a profile of their actor," says Michael Hudson, a professor of international relations and government at Georgetown, who is helping with the game. "We simulate an environment of complexity and uncertainty in which students try to achieve goals. When we're done, we hope the students will have a different kind of appreciation of the political environment in the Middle East."

One rule for the three-week game is "Thou shalt not kill each other," says Mr. Hudson. "Any act of violence has to be cleared in advance with 'control'—that's the faculty. We don't want to encourage apocalyptic or silly behavior."

Mr. Hudson says the electronic communication adds another dimension to the game—in this case an appropriate one. "There's a degree of anonymity. You don't know exactly what you're dealing with. And there's a certain amount of formality involved," he says. "Three months ago I didn't know what e-mail was. Now I think it's wonderful."

Students will write an evaluation of their experiences at the end of the game. If they think it has been worthwhile, says Mr. Hudson, he and his colleagues may do it again and include student players from the Middle East.

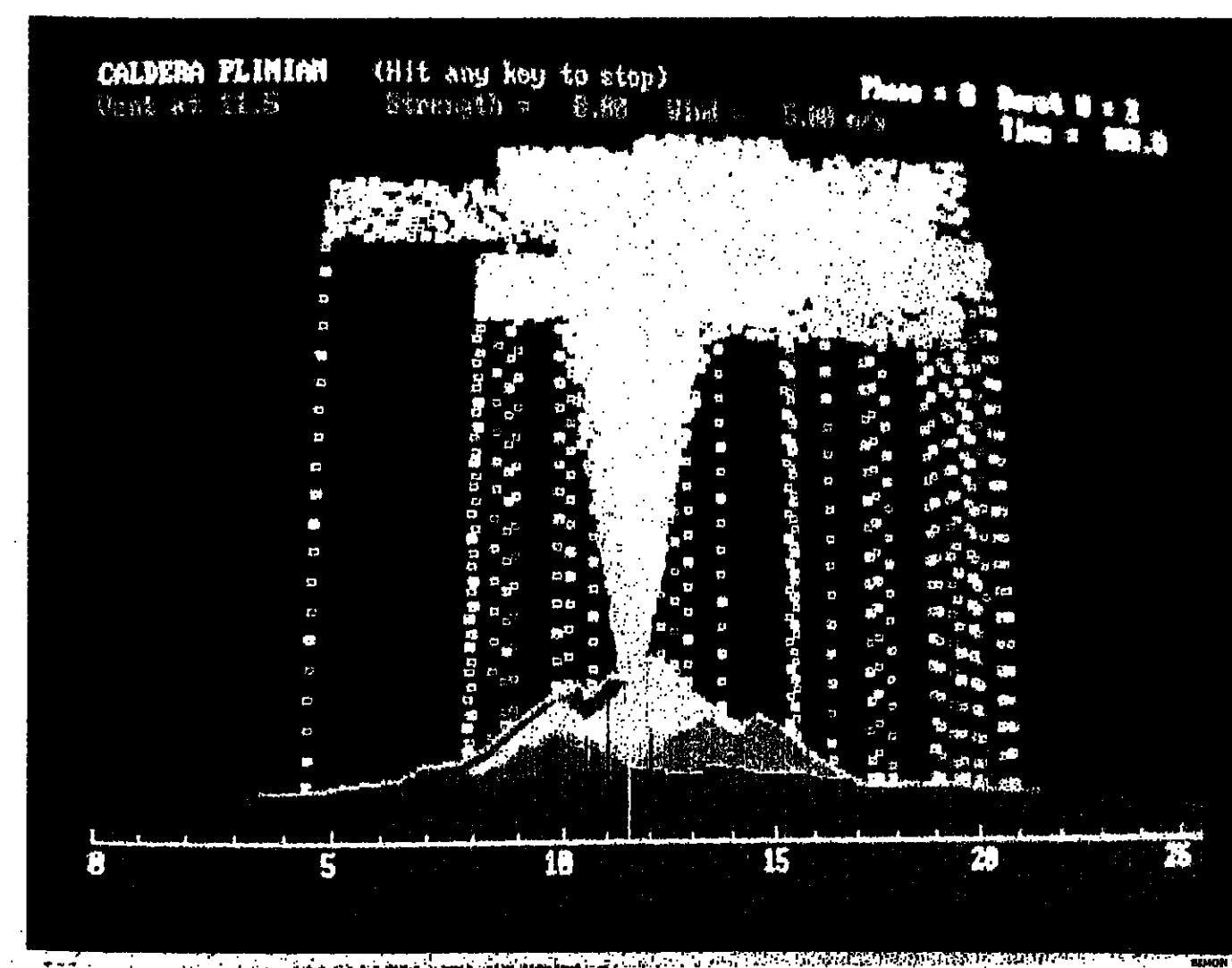
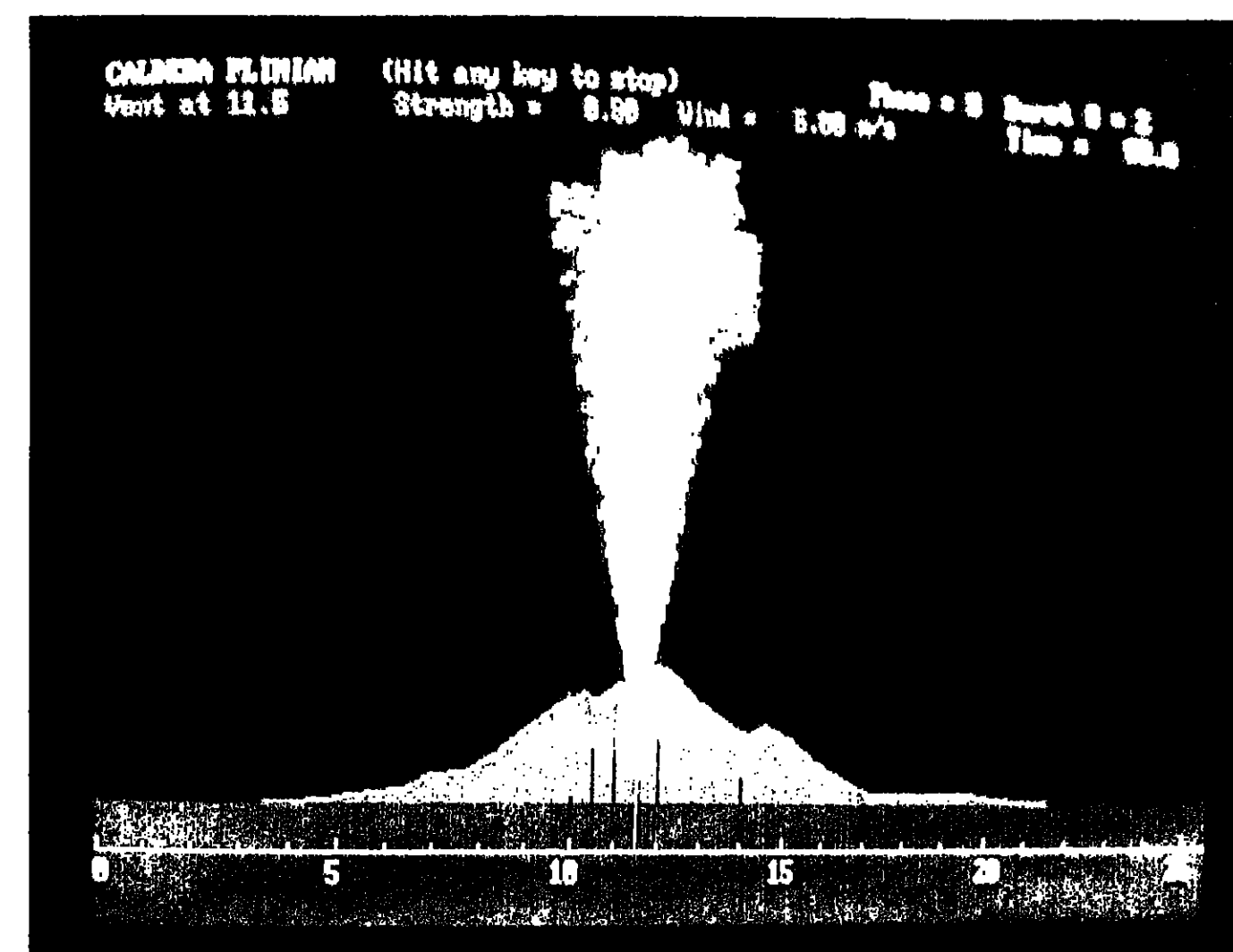
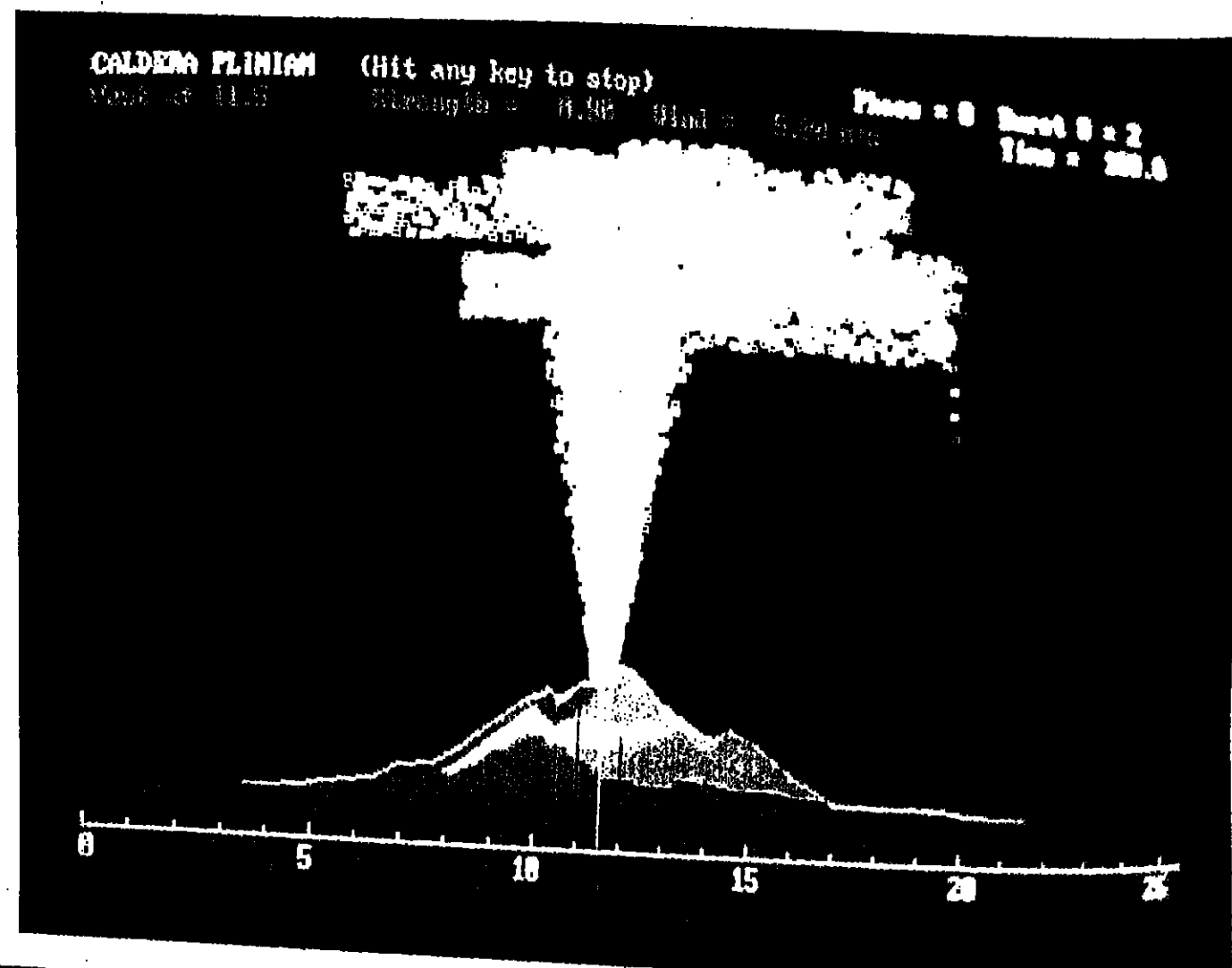
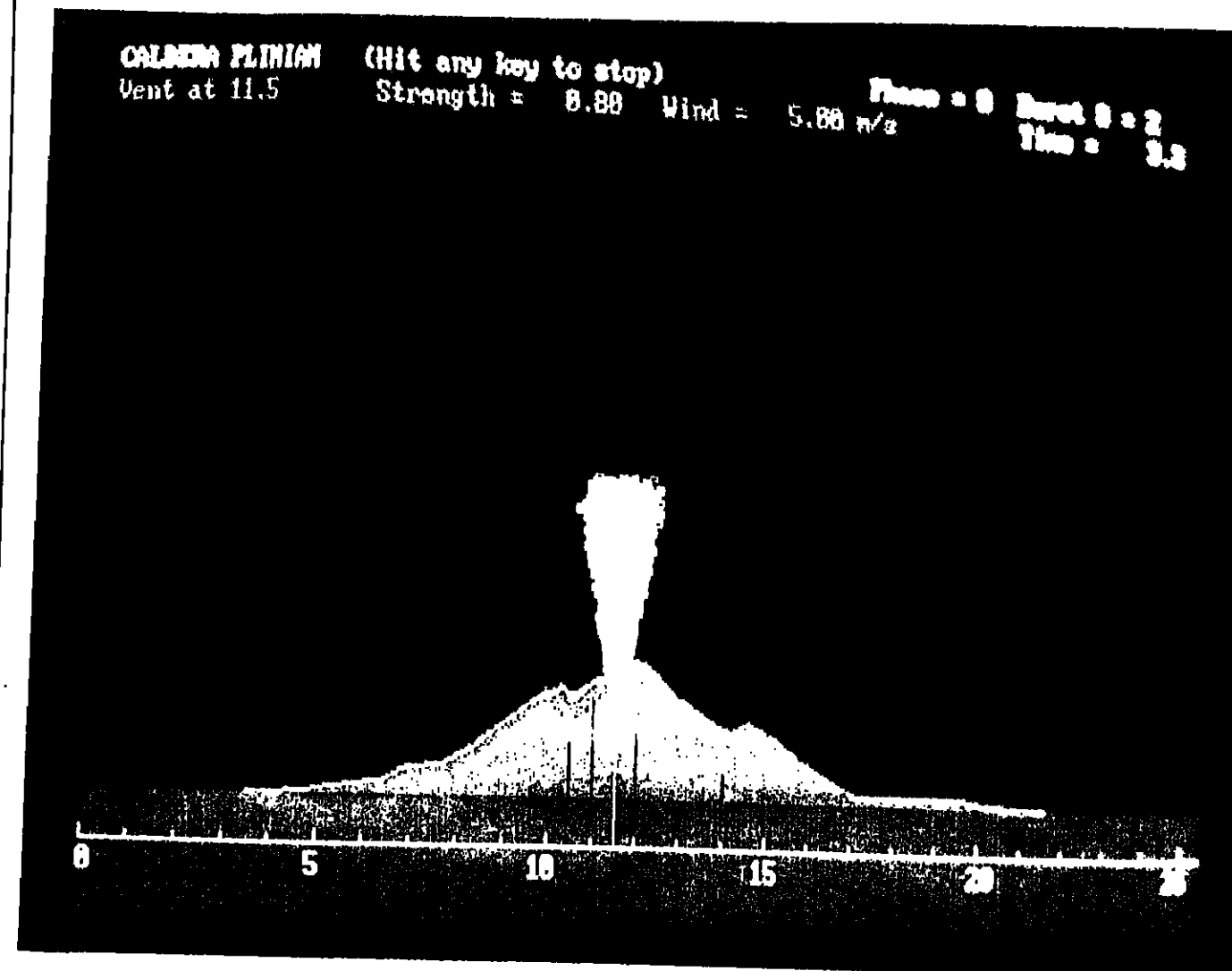
Academic institutions must give schools a helping hand so they can gain access to electronic networks.

Gwen Solomon, the director of the School of the Future in New York, offered that opinion last month at National Net, a conference sponsored annually in Washington by 10 academic organizations interested in electronic networks.

"Colleges have been reluctant to let the schools use their Internet accounts to get on line, and this may be the only way schools can do it," Ms. Solomon said.

Colleges should also help train classroom teachers in computer technology, she said. "Teachers don't all know how to use telecommunications, and some of them are fearful of computers and technology in general."

"It's tremendously important for the K-12 community to be networked," Ms. Solomon said.



By DAVID L. WILSON

MEXICAN VILLAGERS living on the Guatemalan border will soon see a simulated eruption of the nearby Tacaná volcano on videotape. Mexican officials expect Tacaná to erupt soon.

The videotape, made from a computer program, will show the villagers how the hot lava and ash will flow down the sides of the volcano. The gullies and ridges on the volcanic cone will guide the material in ways that are difficult to predict without the computer simulation.

By studying the videotapes, public officials can establish safety zones that the villagers can reach in a matter of minutes in the event of an eruption. In some cases, moving just a few yards in one direction will make the difference between life and death.

Standard Desktop Computers Used

The computer simulations are based on programs developed by Michael F. Sheridan, chairman of the geology department at the State University of New York at Buffalo. He says the programs will give people who live near volcanoes a better chance of survival.

"Tens of thousands of lives could have been saved in the last couple of decades if the people at those volcanoes had understood what was happening, and what they had to do to save themselves," he says.

The computer programs used to create the simulations are part of a package called "Flow," one of several software packages that Mr. Sheridan helped develop. Another, called "Erupt," lets students and researchers trace the development of any volcanic cone. Both packages run on standard desktop computers.

Kenneth H. Wohletz, a staff member with the Earth and Environmental Sciences Division of the Los Alamos National Laboratory, helped Mr. Sheridan develop "Erupt." Mr. Wohletz says the package has been used by undergraduates to study the formation of volcanic cones and by geologists to reconstruct the development of specific volcanoes.

"Erupt," says Mr. Wohletz, lets users collapse thousands of years into just a few minutes and see an animated computer image of various aspects of the volcano. "This includes formation of craters, collapse of volcanoes, dispersal of explosive products, and dispersal of lava," he says.

By changing the parameters in the software—strength of eruption and wind velocity, for example—users can re-create specific eruptions, watch every known eruption over the volcano's lifetime, or examine the volcano as it may have looked thousands of years ago. The package automatically makes changes in the animation based on changes in the parameters.

Unlike "Flow," "Erupt" is not as useful at predicting where the lava, ash, and other products of a volcanic eruption will go.

Geologists Provide Data

To use "Flow" successfully, geologists must map the topography around the volcano, measure the distance that the expelled debris from previous eruptions traveled down the sides of the cone, and feed that information into the computer.

The package offers users an animation of how far and how fast material will flow

Continued on Following Page

InfoTech Services

ACADEMIC COMPUTING

Beyond the Walls™
The World of
Networked Information

Create-A-Workshop Package. Help your institution's faculty and staff learn about the resources available on their desktops, via the Internet. Package includes videotape demo of faculty network use. Kit, \$49. (NYSENet Affiliates, \$19.) For info: workshop@nysernet.org.

NYSENet, 111 College Place
Syracuse, NY 13244 • 315-443-4120

CATALOGUES

Would you like to publish your text material for class use? EMTEXT, 534 Pacific Ave. S.F., CA 94133.

COMMUNICATIONS

Enhance your campus academic and life style programs with CTE's Smart Campus. The turn key package includes an on-campus broadcast network for lectures and conferences, on and off-campus resource data access, advanced telecommunications and more.

Call 1-800-743-4228.

CTE Applied Campus Technologies

COMMUNICATIONS
SERVICES

DOMESTIC & INTERNATIONAL
VISTA
• Space Segment
• Production
• Videorecording
1-800-677-VISTA

CONSULTANTS

EDUCOM Consulting Group, 202-872-4200 or ECG@EDUCOM.EDU

GROUPWARE

PARTICIPATE®
Computer Conferencing Software
for Distance Learning
Fax: 215-435-2453
Internet: epart@vni1.cc.lehigh.edu

SOFTWARE

Administrative Software
Comprehensive, fully supported and integrated Student Information, Financial, Human Resources, and Fundraising software system for higher education. Installations at over 100 colleges and universities. On-site training/installation provided.

For information call
1-800-853-5017
COMPUTING
OPTIONS
COMPANY



The BANNER Series

The Power to Reach New Heights in Administrative Computing
Five Integrated Systems
Finance • Alumni/Development
Financial Aid • Student
Human Resources

Systems & Computer
Technology Corp.
4 Country View Road
Malvern, PA 19355
In PA, call: 215-547-5930

Call toll-free 800-223-7036

INSTITUTIONAL
SELF-STUDY
SPREADSHEET DATA BASES

Management Ratios #6
Operating Costs
Staff Ratios
10 Years of Financial Ratio Norms
Faculty Salary Index
Current Fund Revenue Dollars
Current Fund Expenditure Dollars
Financial Aid Dollars
15 Years of Undergraduate Tuition
And many others

JOHN MINTER Associates
National Data Service for
Higher Education
2400 Central Ave.
Boulder, Colorado 80301
Call 1-800-444-8110 to order

Integrated Information
Management Systems. Colleague is a comprehensive software package that streamlines all administrative functions with Student Management, Financial Management, Human Resources, and Fund-Raising Systems.

Benefactor is an integrated set of modules designed to support all development activities including strategic and campaign planning, donor acquisition and cultivation, and gift and pledge processing.

With 23 years of experience, Datatel is committed to delivering quality products and services to higher education.

Datatel • 4375 Fair Lakes Court
Fairfax, VA 22033 • 703-968-9000

DATATEL



CARS provides a solution that is fully integrated, with a fully relational database structure offering unmatched data retrieval. CARS operates on four principles: clear vision, conservative business philosophy, excellent technology, and quality service.

CARS
Information Systems Corporation
4000 Lakeside Park Drive
Cincinnati, Ohio 45241
612-582-6542



Computer Associates provides educators with software that betters the competition in functionality and design, and is priced much less. From graphics to word processing, spreadsheets to accounting, CA offers the most value for your investment. Step up and see the software that is used by over 85% of America's Fortune 500 employees. For more information call 1-800-MICRO90.

LEGEND

Tomorrow's Solutions Today

...the family of advanced administrative software systems from AMS—the LEGEND series of applications addresses everything from financial management and human resources to student information and fund raising. For more information call 1-800-255-6405.

AMS
American Management Systems

Subscribe to DECNEWS

All users of BITNET or INTERNET networks are invited to subscribe to DECNEWS for Education and Research, a monthly electronic newsletter from Digital Equipment Corporation. For information, send electronic mail to: decnews@meddec.enet.dec.com, or call 508-467-5351.

digital

Career Planners: SIGI PLUS from ETS—career guidance software system for the '90s. Call 800-257-7444.

Federal Grant Forms Software, 13170-58 Atlantic Blvd., Suite 307, Jacksonville, FL 32225.



Quodata

Successful software & service for Information Management in Higher Education.

Call: 800-OK 4 HELP

Total Solutions

Information Associates combines advanced, proven technology with a deep understanding of administrators' needs to deliver software and professional services that directly support your institutional strategies. For more information call 716-487-7740.

INFORMATION ASSOCIATES®
A subsidiary of Dun & Bradstreet Software

The value of expertise.

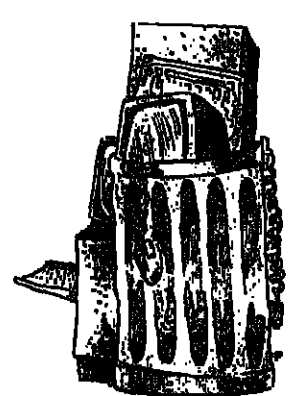
COSMIC, for NASA Software

Download our catalog via Internet, run it on your PC. For instructions send a message to: service@cosack.cosmic.up.ac.edu

MAPLE
The New Math Standard

Waterloo Maple Software
100 Columbia Street West
Waterloo, Ontario, Canada N2L 3L3

My Agent (830), 4 Pgs for Writers (820), MS-DOS, Lonie Crew, Box 30, Newark, NJ 07101.

Don't throw
it away!

Have you recently upgraded your computer system? Then why not recycle your used equipment? You never know who's interested in what you're selling until you get the word out.

InfoTech Rates (per insertion)
Display: \$65/column inch
Listing: \$15/line, minimum of 2 lines.

Discounts are available for multiple insertions.
Call Display Advertising at 202-466-1080 for more information.

InfoTech Services
The Chronicle of Higher Education
1255 Twenty-Third Street, N.W. • Suite 700
Washington, D.C. 20037

NEW COMPUTER
SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Data management. "Idea Savings Bank," for IBM PC and compatibles. Lets users organize and manipulate index-card-size blocks of text, such as research notes, class notes, and quotes; includes browser, filters, and word-search capability; \$99. Micro Computer Resources, 6116 Merced Avenue, No. 81, Oakland, Cal. 94611; (800) 767-6797.

Engineering. "iGraph," for IBM PC and compatibles. Requires scanner. Lets users and the numeric coordinates of graphs, charts, and drawings; incorporates automatic line follower, paint tool, eraser, grid remover, and more; \$399; quantity discounts available. Contact: Biosoft, Box 10938, Ferguson, Mo. 63135; (314) 324-8029.

Environmental science. "ECONOM," for Apple Macintosh or IBM PC and compatibles. Interactive program displays 14 major land-based ecosystems by continent or worldwide; \$19.95. Contact: Save the Planet Software, Box 45, Pitkin, Colo. 81241; (303) 641-5033.

Graphics. "iMac InterActive," for IBM PC and compatibles. Requires "Windows." Icon-based tool lets users create multimedia presentations without programming or scripting language; \$250. Contact: iMac Software, 1661 Lincoln Boulevard, Suite 101, Santa Monica, Cal. 90404; (310) 392-8441.

Programming. "ObjectLogo, Version 2.0," for Apple Macintosh. "Logo" programming tool lets mathematics students explore object-oriented programming; includes a package with complex number and true fractional mathematics, as well as trigonometric and logarithmic functions; for creating mathematically demanding programs; provides an object-oriented interface to control robotic systems; \$95; file licenses available. Contact: Pundit Software, Box 2995, Cambridge, Mass. 02238; (617) 576-7675.

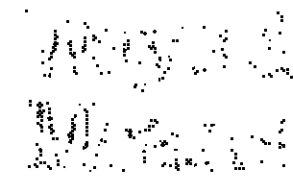
Utilities. "FlexiGraphs," for Apple Macintosh. Lets students create line graphs and pie or bar charts, as well as budgets, projections, and forecasts; shows relationships between graphs and the numbers and ratios they represent; \$99; quantity discounts available. Contact: Intellimation, Department GAG, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Utilities. "ConverTruce," for Apple Macintosh. Converts hard-copy graphs into numerical data; analyzes a digitized line, area, bar, or scatter graph; stores numerical data for other use; \$199; quantity discounts available. Contact: Intellimation, Department GAG, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Law. "The Interactive Courtroom," for videodisk players used with IBM PC and compatibles. A collection of eight courtroom simulations in which the student plays the role of the lawyer; includes "Trial Evidence & Direct Examination Skills," "Motion Skills Illustrated," "You Be the Judge," "Direct & Cross-Examination," "Opening Statements & Closing Argument," "Evidentiary Foundations," "Client Interviewing Skills," and "Trial Evidence & Cross-Examination"; \$399 for individual simulations; \$2,520 for all eight. Contact: CLE Group, 274 Willow Road, Menlo Park, Cal. 94025-2712; (800) 373-1829.

Medicine. "Consensus: Sensory and Voluntary Movement Systems in the Spinal Cord," for videodisk players used with IBM PC and compatibles. Helps students identify the external and internal structures of the spinal cord; lets students form and evaluate hypotheses about causes of spinal cord lesions; \$910 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.



Some black-college presidents and lobbyists have recently been criticizing the leadership of Samuel L. Myers as president of the National Association for Equal Opportunity in Higher Education.

But the NAFEO membership voted unanimously at the group's annual meeting last month to commend Mr. Myers and to urge him to remain as president. A resolution passed at the meeting said that all black colleges "have reaped the benefit of NAFEO's works and, by extension, Dr. Myers' works, and profited from his vision, been strengthened by his serenity of purpose, and quickened by his firm voice."

Despite that praise, the association has again annoyed some black-college leaders, this time with its lobbying on behalf of an amendment to the Higher Education Act.

One part of the act provides assistance to five graduate and professional schools at historically black colleges. This year, leaders in both houses of Congress were expected to expand the program to include six additional colleges.

But NAFEO successfully lobbied for an amendment to the House of Representatives version of the bill that would expand the program to include 16 institutions, not 11. The United Negro College Fund and the Association of Minority Health Professions Schools both opposed the amendment, saying that the addition of so many institutions would dilute the effectiveness of the program because there would not be enough money to provide sufficient grants.

The two groups also said they had an agreement with NAFEO to limit the number of new institutions to be added to the program.

Wilbert Greenfield, who directs federal relations for NAFEO, said that his organization had never made such an agreement. He added that participating colleges needn't fear a loss of money by the addition of more colleges.

"This will just make us work to get more money for all the graduate schools," he said.

New York's Gov. Mario M. Cuomo is plugging a new idea for the Presidential campaign: "a great national university."

Governor Cuomo described his idea for a national university specializing in science, technology, and the arts in a recent discussion with Democratic Presidential candidate Jerry Brown.

"Select kids from all 50 states, poor kids, middle-class kids, rich kids bright enough to go to the best school in the world. Why not?" the Governor said he told Mr. Brown.

Mr. Cuomo said the new university would not take the place of existing state colleges and universities, but could be the nation's pre-eminent institution of higher education.

Government & Politics

House Dashes Hopes
of 'Peace Dividend'
for College Programs

By THOMAS J. DeLOUGHRY

WASHINGTON
The House of Representatives last week voted not to create a "peace dividend" for the 1993 fiscal year—dashing hopes for any sizable increases for student aid or other college programs.

By a vote of 238 to 187, the House defeated a bill that would have allowed lawmakers to transfer funds from military programs to domestic programs for the budget year, which begins in October. Fiscal 1993 funds are spent in the 1993-94 academic year.

The bill would have amended a 1990 budget agreement between Congress and the Bush Administration that set separate spending limits for military, foreign, and domestic programs until 1994. The pact has effectively prohibited transfers among the accounts by requiring that three-fifths of the Senate and two-thirds of the House agree to them.

Last week's vote could be particularly costly for higher education because college leaders had hoped for sizable spending increases for Pell Grants and other programs. Their optimism resulted from the

Continued on Page A27

Senate Votes Overwhelmingly
to Lift Administration's Ban
on Research Using Fetal Tissue

Action a major victory
for biomedical researchers

By STEPHEN BURD



Sen. Edward M. Kennedy of Massachusetts: "If all this material were available, there would be fetal transplantation taking place today. The fact is that there is not."

President Bush Names
8 Scholars to Sit
on Humanities Board

WASHINGTON
President Bush has made eight long-awaited nominations to the National Council on Humanities, the advisory board to the National Endowment for the Humanities.

Humanities scholars across the political spectrum praised the candidates for their impressive scholarly credentials.

But some liberal humanities professors did not rule out a fight over the nominations.

Such a battle would center on the question of the political balance of the group of nominees as a whole as well as of the 27-member council itself. The council, they say, is already "packed" with opponents of multiculturalism and women's studies, and several of the new nominees are outspoken defenders of the traditional academic curriculum.

The nominees are:
■ Paul A. Cantor, a professor of English at the University of Virginia. He is the author of numerous articles and books including *Shakespeare: Hamlet and Creator: Myth-making and English Romanticism*.

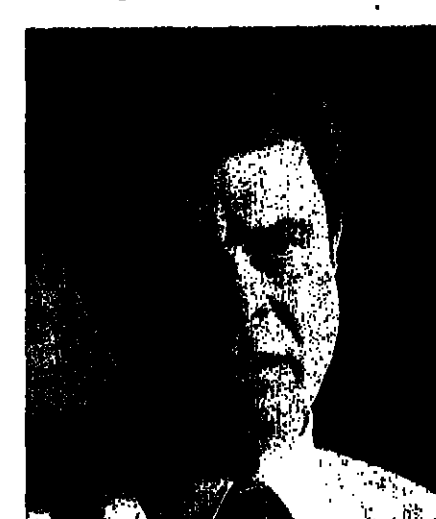
■ Bruce Cole, a professor of fine arts at Indiana University. He is the author of *Piero della Francesca* and co-author of *Art of the Western World*, a companion piece to a public television mini-series, as well as numerous articles.

■ Joseph H. Hagan, the president of Assumption College. He is seeking a doctoral degree from the Graduate Theological Foundation. Mr. Hagan has been active in Republican causes and has been a contributor to the *Wall Street Journal*.

Continued on Page A30



Rep. John Conyers, Jr., Democrat of Michigan: "We're debating whether it makes sense to spend a little more money educating the next generation."



Sen. Jim Sasser of Tennessee argued in vain for his colleagues to allow a vote on the bill: "Just let us have a chance to decide those issues."



Sen. Orrin Hatch of Utah: "I want fetal-tissue research to continue, and I want it to be outside of this awful abortion debate that rages up and down America."

State Laws Against Vandalism of Animal-Research Facilities Provoke Debate

By GOLDIE BLUMENSTYK
States continue to pass laws making it a specific crime to vandalize or steal from a facility used in animal research. But the verdict is out on whether the measures actually accomplish anything.

No one has ever been prosecuted under the laws now on the books in 26 states because no one who has vandalized or burglarized a facility in those states has been caught, according to groups that monitor such activity.

Nonetheless, many scientists maintain that the laws deter potential vandals and are an expression of public sentiment against harassment of researchers.

Nebraska, South Dakota, and Virginia enacted facility-protection laws this year.

Sending a Message

"It does send a message," says Len Koch, executive director of the Health Safety and Research Alliance of New York State, an organization of universities and researchers. New York passed its law in 1991.

But animal-rights advocates say the laws do little but allow states to throw a political sop to scientists. The advocates say that existing state laws against burglary, vandalism, and theft are sufficient.

"I never understood why they were passing them," says Gary L. Francione, a professor at the Rutgers University School of Law and director of its Animal Rights Law Clinic. "I think it's just pressure from the universities."

Copying and Videotaping

While Mr. Francione says he opposes crimes on behalf of animal rights, he says he also is alarmed by provisions in some of the new laws that make it a crime to copy or videotape information about research without authorization. He says the provisions, which are also found in proposed legislation now before Congress, may be unconstitutional.

The provisions are aimed at animal-rights activists who have been known to enter a research facility

legally and then copy or videotape material to expose possible abuses of animals or to publicize research that they find questionable.

Mr. Francione says the prohibitions against such activity, which are part of the Montana and North Dakota laws, are "so obnoxious to the idea of freedom of speech."

"They're trying to keep people from blowing the whistle on violations of state and federal law," he adds.

Research advocates see it differently. Mr. Koch of New York, for example, says the existing federal Animal Welfare Act provides adequate opportunities for the reporting of abuses. Prohibitions against photocopying and videotaping limit the unauthorized use of researchers' material, he says.

Other supporters of the facility-protection laws say they do more than standard vandalism or burglary statutes because they allow states to prosecute people for "minor" offenses, such as stealing a

laboratory notebook or releasing a mouse from its cage.

Since states began enacting such laws in 1988, there have been 13 incidents involving damage to animal-research facilities on university campuses, according to information compiled by the National Association for Biomedical Research. The association advocates the interests of universities and companies that use animals in research.

The incidents ranged in severity from the March 1989 spray-painting of slogans and threats against researchers on the exterior of a Northwestern University facility to the arson and theft of 1,000 animals at the University of Arizona in April of that year.

Opinions on the usefulness of the laws as a deterrent differ widely.

Incident in Washington

Steven Simmons, a spokesman for People for the Ethical Treatment of Animals, says the laws do not discourage activists. "It's doubtful that this type of law will

deter them," says Mr. Simmons, whose organization often publicizes break-ins or lab vandalism by other activist groups, such as the Animal Liberation Front. "They have always been willing to risk the repercussions."

Mr. Simmons's thinking has proved correct in at least one instance.

In August 1991—less than three months after a facility-protection bill was signed into law in Washington State—an animal-research facility on the campus of Washington State University was broken into. Two offices were vandalized and seven coyotes, six minks, and ten mice were released. Activists from the Animal Liberation Front claimed credit.

The campus police and the Federal Bureau of Investigation are both investigating the crime, but have made no arrests. The FBI was called in because the U.S. Department of Agriculture owned the facility. The campus police say the vandals could be prosecuted under the state law if they are caught.

William T. Bakamis, director of Health Science Policy Affairs for Washington State University, says the value of the facility-protection law really cannot be tested "until somebody is caught, convicted, and sentenced."

While it did not deter the WSU activists, Mr. Bakamis says the "more rational, yet committed animal-rights zealots" might rethink their actions because of the law.

Supporters of facility-protection legislation also say the laws can prod the police into taking the vandalism more seriously.

An 'Intelligence Network'

Don Maupen, the WSU police detective working on the case, says his department had not been aware of the law until a university official told them about it. With or without it, he says, the department would have pursued the case vigorously. "It's important to the police. It's probably more important to the prosecutors," he says.

Frankie L. Trull, president of the National Association for Biomedical Research, says the laws need more time. "It's premature to say they aren't effective," just because there have been no prosecutions, she says.

Ms. Trull says the state law could be strengthened with the enactment of a federal law, because that would create "a central intelligence network" about animal-facility vandalism that could be an aid to local law enforcement.

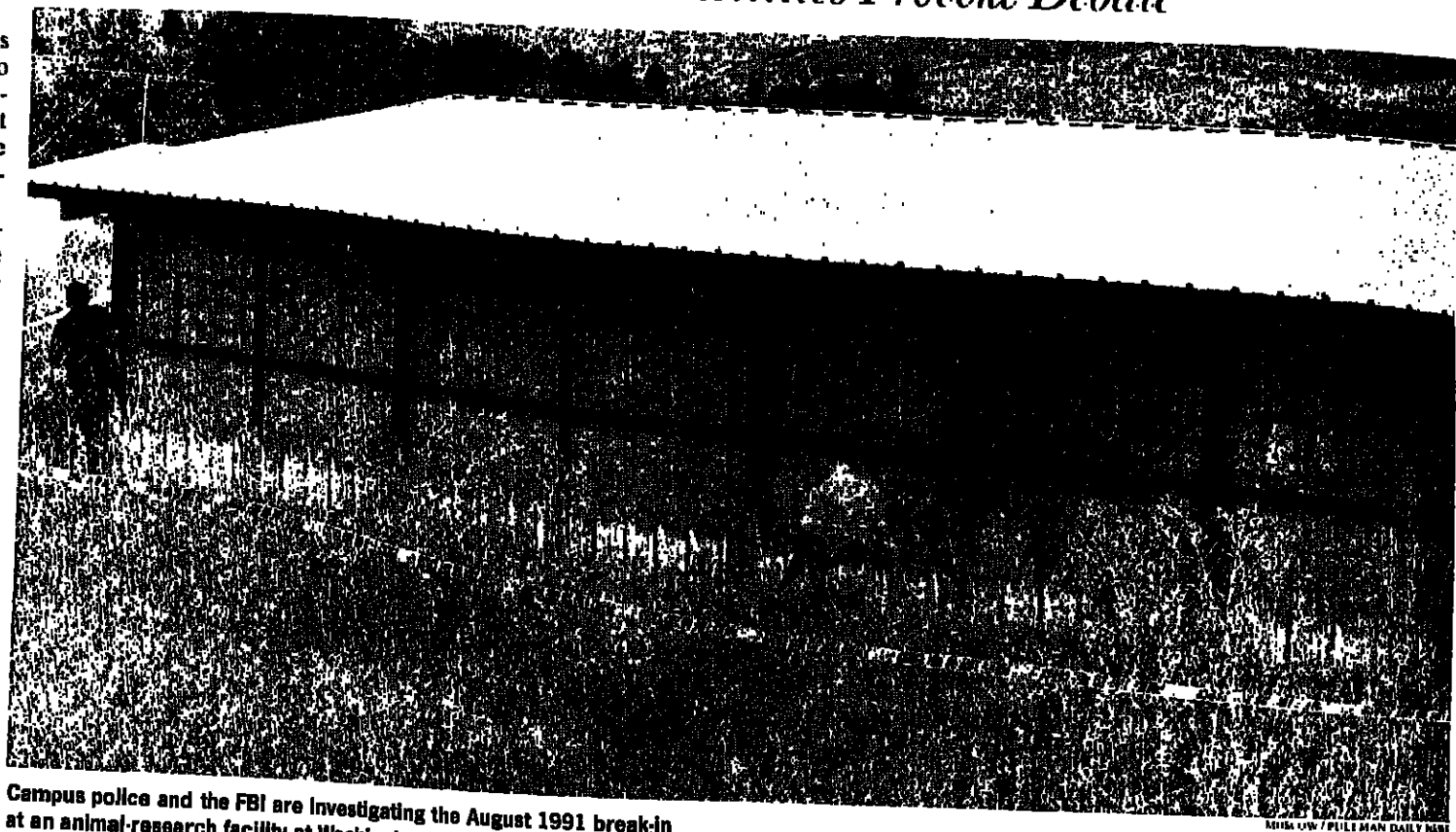
The federal legislation has been passed by the Senate and is proceeding in the House of Representatives. The House Agriculture Committee approved its version of the facility-protection bill last week.

Tougher Measures Eyed

Meanwhile, some states, like Arizona, may stiffen their existing laws. A bill pending in the Arizona Legislature goes much further than the statute enacted in 1990 in the wake of the University of Arizona incident. The new law would make it a crime to enter a research facility with the intent to destroy, alter, duplicate, or obtain records, data, or animals. It also proposes fines of up to \$25,000 if a person is convicted of causing damage that places another person's life in jeopardy.

Susan E. Sanders, associate director of university animal care at the University of Arizona, whose office was burned to the ground in 1989, says she favors the law but has doubts. "I don't know if it's going to deter them," she says. Dr. Sanders says the university has beefed up security. Now, armed guards patrol the facility.

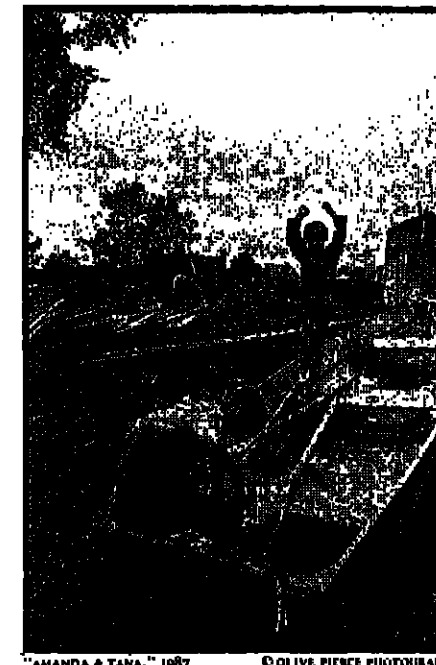
The Arizona lesson is not lost on Mr. Koch of New York, who advised managers of animal-research facilities to investigate the backgrounds of all job applicants before hiring them. The laws are helpful, he says, but "clearly prevention is the best medicine."



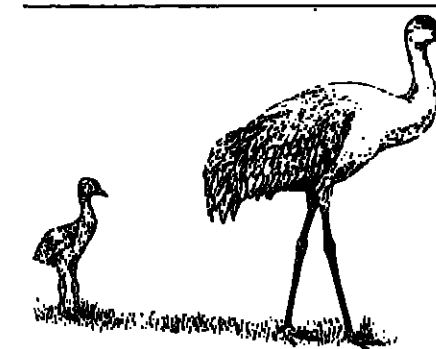
Campus police and the FBI are investigating the August 1991 break-in at an animal-research facility at Washington State University.



Opinion: Making citizens better informed B3



The Arts: the Blue Ridge; baseball; a Maine village B4-5



End Paper: The magic of cranes B52

Mélange
B4

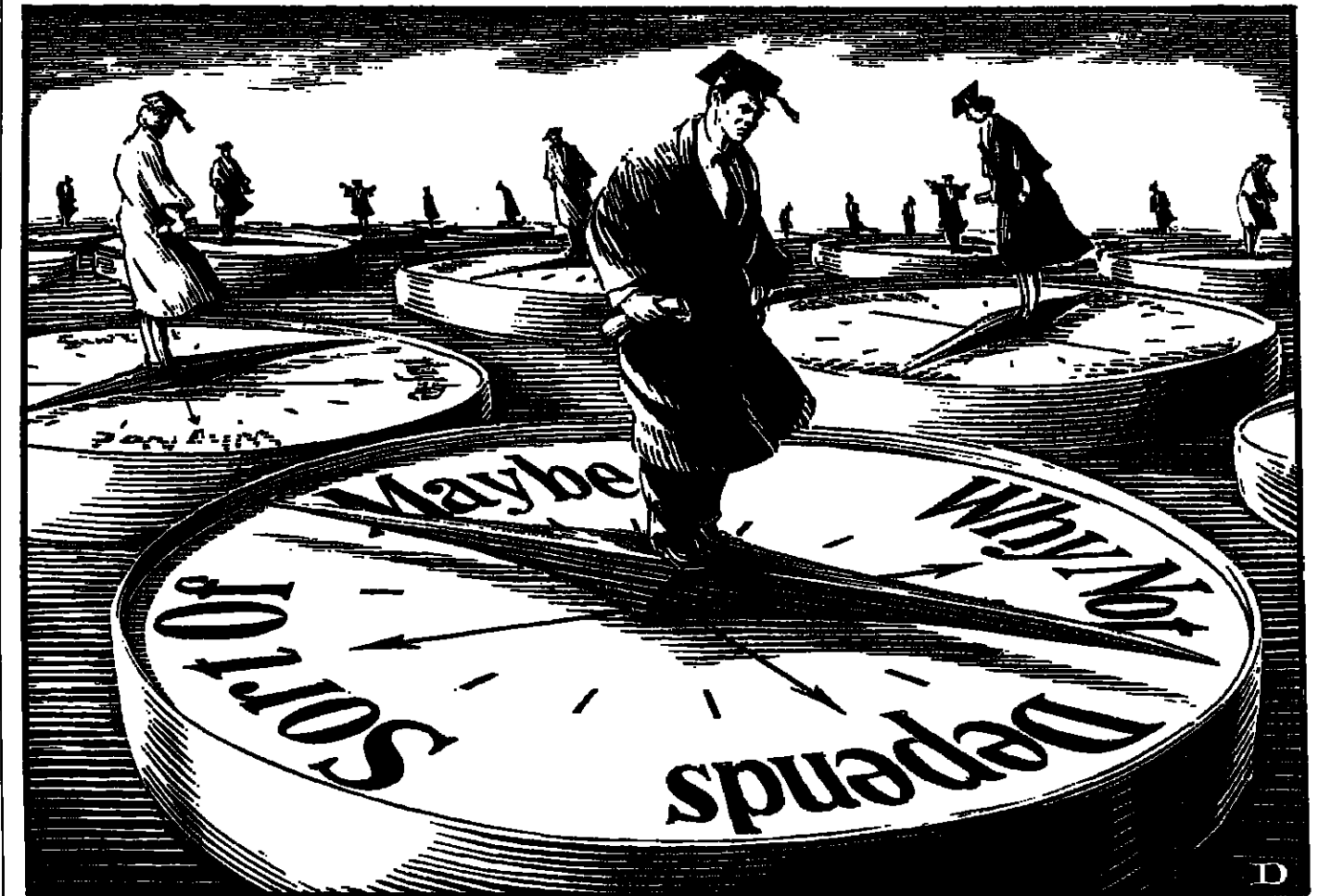
Quotable
B7

Letters
to the Editor
B6-8

Bulletin Board
B9-51

Section 2

April 8, 1992



POLITICS AND LIBERAL EDUCATION

An apolitical curriculum is a dangerous mirage

By Cornell W. Clayton

AS EDUCATORS, should we be concerned about the substantive political values taught in the university curriculum or should we focus merely on methods of inquiry and the analytical skills that we foster in students?

In its report *Integrity in the College Curriculum*, the Association of American Colleges lamented that "anything goes" in what "passes as a college curriculum." It concluded that at many colleges and universities, "we are more confident about the length of a college education than its content or purpose." That report is part of a decade-long movement toward restoring structure and substance to the liberal-education curriculum. Yet, despite this movement, there persists a deep-seated reluctance to discuss what the political goals or ends of American higher education should be.

Having abandoned the commitment to a curriculum centered on Western thought and values, we are uncertain not just about

what values and ideas to substitute, but also about whether any values should be taught. Many would seek refuge in a curriculum that does not require political choices at all—one that focuses on developing skills, rather than teaching certain ideas because we find them convincing or

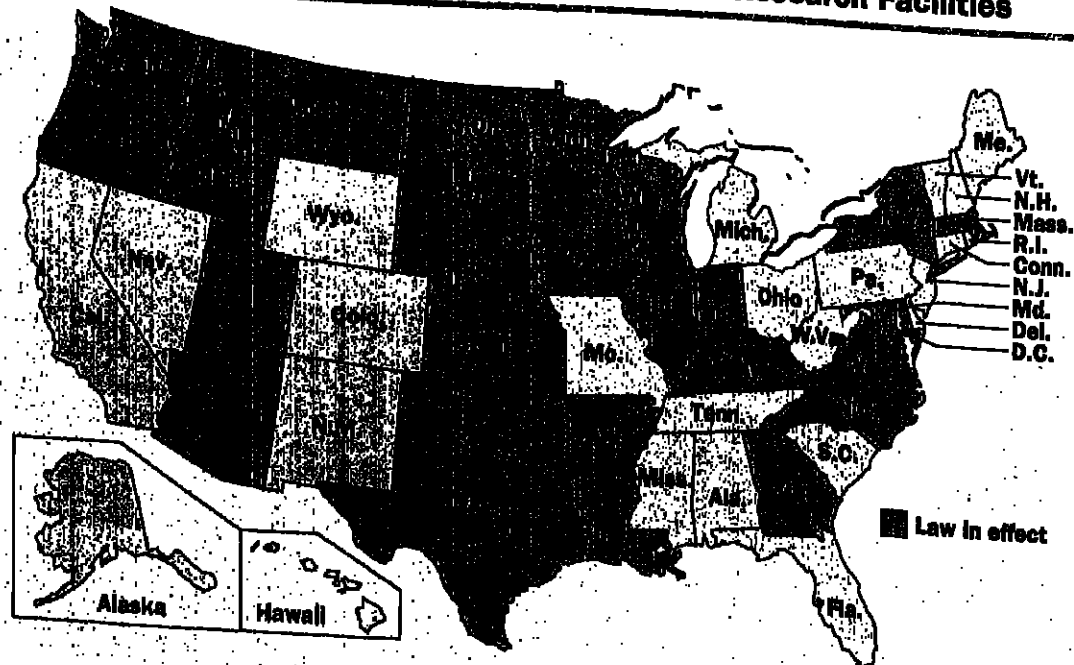
because they are necessary to a society in which we wish to live. An apolitical curriculum is indeed an attractive notion; however, it is also a dangerous mirage. We must stop pretending that the goal of liberal education does not require a politically conscious and culturally biased curriculum.

I recently became aware of how reluctant we are to admit that we must make political choices in the curriculum when I attended a retreat in which professors from across our campus came together to discuss teaching a new core curriculum. A theme in our discussions soon emerged. Whenever conversation strayed into questions about the broad political purposes of higher education, it was quickly steered back on course by some well-meaning individual who pointed out that it was *passé* to think of the university as bequeathing to students a particular cultural or political tradition.

The point seemed to be that the university

Continued on Following Page

States With Laws Against Vandalism of Animal Research Facilities



CHRONICLE MAP BY HOLLY JOHNSON

Liberal Education Requires a Politically Conscious Curriculum

Continued From Preceding Page
ty should not indoctrinate students. As the professoriate, we ought not make the substantive judgment about what ideas and values make the most sense or are the most relevant to the realization of our social goals. Instead, we should seek to develop in students "analytic capacities," to teach "modes of inquiry," and to provide opportunities for "sequential learning."

SINCE CRITICAL THINKING can be taught using any subject matter, the topics and ideas that we actually require students to learn become irrelevant. One can develop analytic capacities or learn about modes of inquiry as easily in a course on feminist theory as in one on democratic theory. A seminar on African history becomes as relevant as one on U.S. history, and a survey of Native-American oral tradition becomes no less important for students than one on Western literature.

Those who advocate this approach to higher education suggest that if we merely focus on teaching analytical skills and techniques, students will be equipped to make the substantive value judgments themselves. As faculty members, we are relieved of the burdensome debate over what constitutes a virtuous life, a just society, or even a good idea. Our students are freed from educational bias and are given maximum choice about what they study. Thus we have become cultural relativists, or, at the very least, we have embraced the belief that which cultural tradition students are exposed to is immaterial; what is important is the process of choosing and not the substance of their choices.

The fear of making fundamental political choices about the goals of higher education also leads to the fiction of the "inclusive curriculum." Since the curriculum emphasizes skills rather than content, no basis exists for excluding any idea, any literature, or any history. There is room for all perspectives and all subjects. By including all, we endorse none—supposedly making the curriculum politically neutral and culturally objective.

The flight from substance in the university is mirrored in contemporary American politics, which has increasingly turned into the art of marketing. Reasoned debate about substantive issues is lost in the labels

and images used to stigmatize the other side. Tough decisions about racial discrimination and equality are reduced to the emotional language of "quota bills." Hard choices about when military force is justified in international relations are lost in labels like "Operation Just Cause."

The transformation of American politics from substance to style is revealed by the vast sums that candidates spend on media and public-relations consultants, who have come to replace the "brain trusts" that used to surround our political leaders.

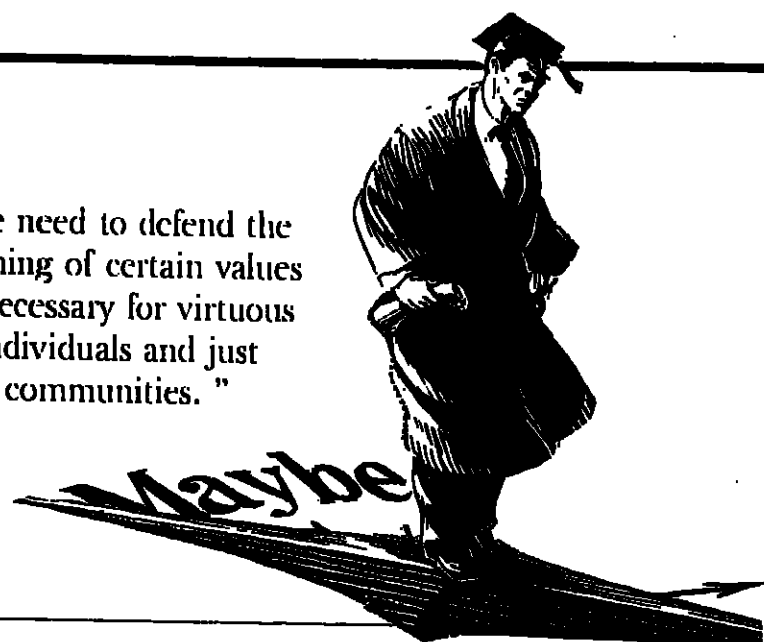
Few would argue that the superficiality of American politics is entirely the product of a higher-education system that eschews substantive value judgments. But how can we escape making some connection between the two? The university is perhaps the single most potent institution shaping

how society could realize liberal political ideals, such as respect for the dignity of individuals regardless of their race, color, or social means.

Today, however, the very idea of political liberalism is under assault. On the right, there is a movement to restore "traditional" values in everything from the selection of public-school textbooks to the operation of family-planning clinics. The right would restrict individual liberties in order to advance its own view of a virtuous society. On the left, various communitarian movements emphasize attributes such as race, ethnicity, or gender over those characteristics shared by all humanity. They argue for dividing social resources and opportunities in a proportional fashion along group lines.

Recognizing the importance of the uni-

"We need to defend the teaching of certain values as necessary for virtuous individuals and just communities."



long-term views of politics. Universities produce the ideas around which political alignments and cleavages materialize; college students, once exposed to such ideas, become the vanguard for political change or maintenance of the status quo.

It is not simply a coincidence that major liberalizations in social policies, such as those embodied in the Civil Rights Act of 1964 and in Great Society programs, followed the dramatic post-World-War-II expansion of higher education. Students of that generation studied a curriculum that taught and encouraged them to think about

iversity in shaping public policy, many of these groups on both the left and the right would like their political agendas incorporated into the curriculum. Some believe that the canon should be frozen in time, that we should continue to teach what was said by dead, white males because that is what we have always taught. Others believe that curricula should be radically altered to proportionally represent women and racial and cultural minorities. These "multiculturalists" would have us teach certain ideas, not because they convince us of their worth, but because of the arbitrary characteristics of those who espouse them. Both movements are profoundly illiberal: One finds sustenance in appeals to authority and the other in the arbitrary characteristics of social groups.

GIVEN THE CONTROVERSIES surrounding this curricular debate, it is easy to understand why so many seek haven in the attempt to create an objective or culturally neutral curriculum: a curriculum not committed to producing students for any particular kind of society, but rather students for all societies. However, curricula by their very nature are political. They must include some ideas and exclude others. We cannot escape making decisions about what knowledge or skills are relevant to society as it exists and as we want it to exist. Even the decision to teach critical thinking or intellectual independence assumes a substantive political choice—that we want a society filled with individuals capable of exercising such skills.

Many non-Western and traditional cultures would object to these traits. The hallmark of an educated person in such cultures might be the mastery of a sacred text,

familiarity with an oral tradition, or establishment of an inner relationship with one's creator. Only a handful of societies, most of them Western, prize critical and independent thought. We want citizens who possess these skills because we live and want to live in a liberal democratic society that requires them.

IF WE CANNOT avoid making substantive political choices in constructing a curriculum, we can avoid making wrong ones. The best response to those who would make the university curriculum either static or arbitrary isn't to abandon the field and flee into a curriculum without substance. Rather, we need to engage these challenges and defend the teaching of certain values as necessary for virtuous individuals and just communities. This requires more than merely teaching techniques and skills. Although these are necessary, they are not sufficient. Higher education must expose students to the ideas that constitute the Western tradition and form the basis for liberal democratic government.

What this tradition actually comprises can be debated. One value that clearly must be taught is that one's moral worth, like the value of one's ideas, is not related to the arbitrary, immutable characteristics of the individual, such as race, gender, or station at birth. Another is that individual rights and liberties should take precedence over what various groups or communities define as good or virtuous. These are substantive ideas that have long intellectual histories, and students should be exposed to them by reading authors who have contributed to their evolution and contemporary understanding. Other ideas in this tradition that are less clear may evoke debate. It is this debate, however, that should be the center of our curricular discussion, not the avoidance of debate about substantive values.

An overarching goal of higher education must be to prepare students to participate in building a just society. This is not an argument for a static curriculum or a culturally exclusive one. Indeed some understanding of other cultural traditions and politics is necessary for the operation of liberal principles within a pluralist community. But neither is it an argument for abandoning the Western-based curriculum altogether in order to study illiberal cultures for their own sake or to accommodate the demands of groups with illiberal agendas.

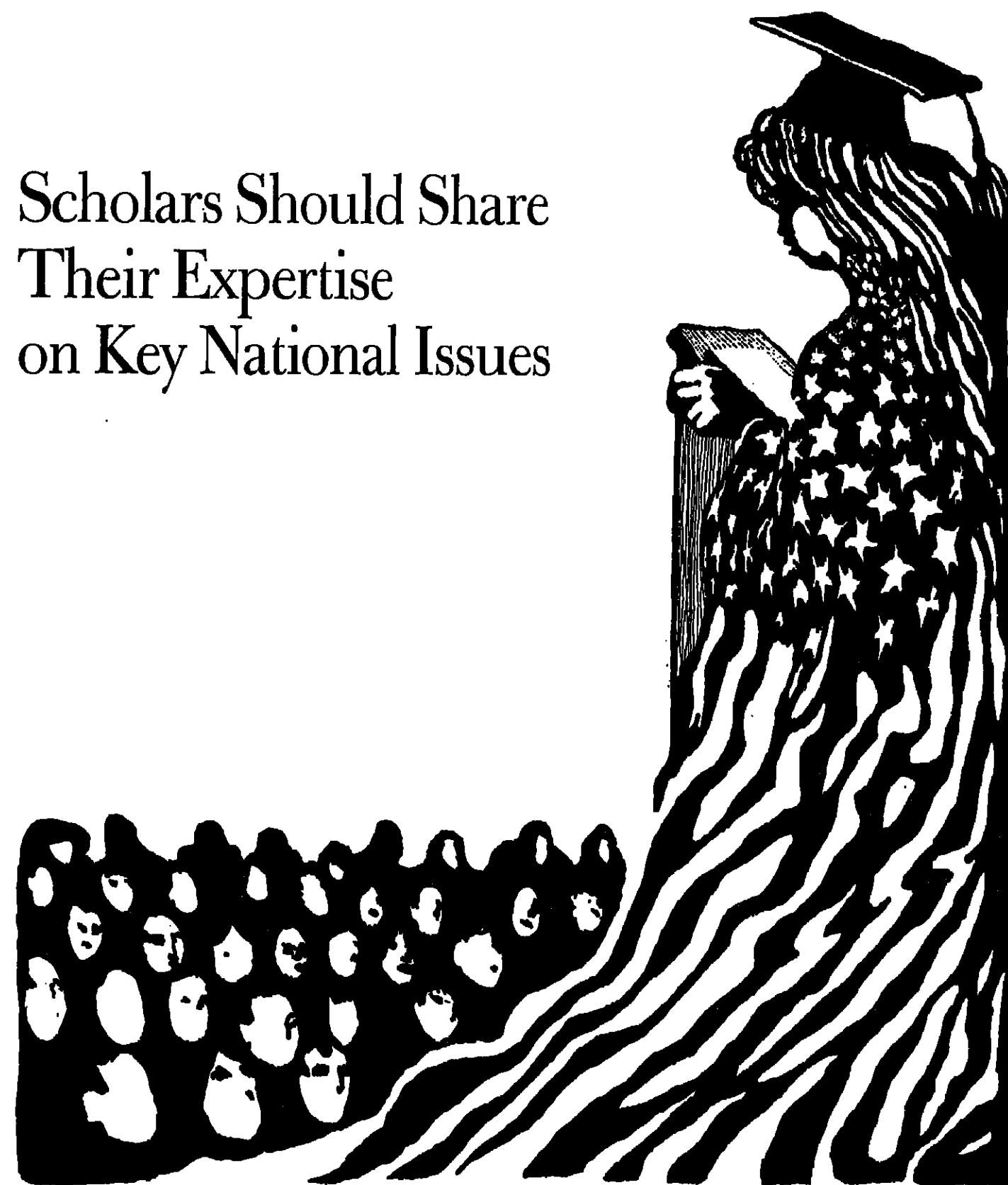
This is not indoctrination or intellectual arrogance. The goal of a liberal education requires us openly to debate and defend assumptions on which our culture and our system of government are based. Ultimately, it requires us to take responsibility for concluding, and for conveying to our students, that some ideas are more persuasive than others and that some political traditions are more just than others. To admit this is not racist, sexist, or xenophobic. To the contrary, a liberal education requires a curriculum that stands against all of these tendencies.

Some of us might find it daunting, futile, or even embarrassing to enter into a battle over what ideas should govern our society. It is indeed more difficult to engage in such a battle than it is to remain aloof and pretend we have no stake in the outcome. But why should we be embarrassed about debating what constitutes virtue or justice? If we don't, who will?

Cornell W. Clayton is an assistant professor of political science at the University of Alaska at Fairbanks. He is the author of *The Politics of Justice* (M. E. Sharpe, 1992).

OPINION

Scholars Should Share Their Expertise on Key National Issues



MAX-KARL WINKELT FOR THE CHRONICLE

By Jeffrey Boutwell

IT IS ONE OF THE GREAT IRONIES of the early 1990's that, in the wake of America's triumphs abroad in both the cold war and the Gulf war, our citizens express a pervasive and growing discontent with how well we are doing at home. This anxiety has already become a significant issue in the Presidential campaign, with voters expressing little confidence in the candidates of either party. More generally, across the political spectrum there is a sense that the very fabric of American society is unraveling.

Much of this discontent centers on our democratic processes themselves. According to a recent Kettering Foundation report, "Citizens and Politics," many Americans feel that "the health of politics in America is at risk" and that our democratic processes have become "corrupted." The result is declining voter turnout and a sense of public impotence in shaping government policy. The feeling is widespread that the one direct input that citizens have in the making of policy—electing officials—has been undercut by the influence of special-interest groups, lobbyists, and political-action commit-

tees, which the public perceives as controlling Congress and agencies of government.

The report makes several recommendations for improving the interaction between the public and its elected officials, including more use of "community forums" where citizens can make known their views on public-policy issues. For public discussion of the complex policy issues to be effective, however, citizens will have to be better informed about those issues than they currently are by the two-minute network-news segments and 30-second "sound bites" that have come to dominate the media's treatment of important news stories.

How, then, can citizens be encouraged to become better informed about the trade-offs involved in various public-policy issues, both foreign and domestic, and then to make their views known to elected officials? At a minimum, structural reforms, such as public financing of elections and free television advertising, are needed to limit the influence of well-heeled special-interest groups and lobbyists both during and between elections. In addition, however, Americans have to take a more ac-

tive role in becoming informed about the complexities of modern public-policy issues so they can better separate the wheat from the chaff in campaign and political rhetoric.

Among the many ways in which citizens can become better informed on the myriad issues facing the body politic, one largely untapped resource is readily at hand—the almost one million faculty members and administrators currently employed at the nation's more than 3,500 colleges and universities.

ON AN AD HOC BASIS, of course, many university faculty members already give freely of their time in speaking to civic and professional groups in their local communities. Yet a number of disturbing tendencies are coming together that make it more difficult for scholars to reach out and share their expertise on important national issues.

One is the fact that research and teaching continue to be valued much more highly than "community service" activities when faculty members are evaluated for tenure and promotion. Moreover, in our TV-conscious age, scholars who appear

for two minutes on the local television news to give an instant opinion on the latest national crisis gain far more prestige than those who spend an entire evening discussing such issues at the local Rotary Club.

Further, the stringent budgets that many colleges face have led to personnel cutbacks, which mean that many faculty members are teaching more classes or larger classes and thus find it more and more difficult to find the time to get out into the community.

The unfortunate upshot of these trends is that, at a time when the American public is becoming increasingly disaffected with the workings of many of our social institutions—higher education included—this further disengagement by colleges and universities from active contacts with their local communities exacerbates the sense of "we" versus "they."

The point was put cogently by Harvard University's outgoing president, Derek Bok, in his final commencement address last spring: "While universities are as dependent as they have ever been on public support, neither educators nor community

Continued on Page B6



"Because of budgetary constraints, your teaching assistants for the rest of the semester have been replaced. Two struggling yet talented roving mines will be available four hours per week beginning tomorrow. Thank you for your cooperation."

MÉLANGE

Stigmatizing Blacks; an Educational Ideal; Tenured Ex-Nerds; Insights From Trollope

I SENSE a certain caving in of hope in America that problems of race can be solved. Since the sixties, when race relations held promise for the dawning of a new era, the issue has become one whose persistence causes "problem fatigue"—resignation to an unwanted condition of life.

This fatigue, I suspect, deadens us to the deepening crisis in the education of black Americans. One can enter any desegregated school in America, from grammar school to high school to graduate or professional school, and meet a persistent reality: blacks and whites in largely separate worlds. And if one asks a few questions or looks at a few records, another reality emerges: these worlds are not equal, either in the education taking place there or in the achievement of the students who occupy them.

As a social scientist, I know that the crisis has enough possible causes to give anyone problem fatigue. But at a personal level, perhaps because of my experience as a black in American schools, or perhaps just as the hunch of a myopic psychologist, I have long suspected a particular culprit—a culprit that can undermine black achievement as effectively as a lock on a schoolhouse door. The culprit I see is *stigma*, the endemic devaluation many blacks face in our society and schools. This status is its own condition of life, different from class, money, culture. It is capable, in the words of the late sociologist Erving Goffman, of "breaking the claim" that one's human attributes have on people. I believe that its connection to school achievement among black Americans has been vastly underappreciated.

—Claude M. Steele,
professor of social psychology
at Stanford University, in the April
issue of *The Atlantic Monthly*

O NE HUNDRED YEARS ago the notion of an educated person was an expression of a shared understanding, not of legal requirements. That understanding arose because people were not ease with the idea that people differ in their capacities. The criterion for being an educated person did not have to be compromised to include the supposition that everyone could meet it.

We are recommending a traditional ideal of education, not glorifying academic credentials. On the contrary, we think that academic credentials are over-valued. It may be because they have become so artificially important that we are loath to accept that many people have academic limitations. Nor does our view of education require triage in which the state selects out the children with the highest intellectual gifts, educates them, and gives everyone else second-best.

On the contrary, we believe that education will improve most rapidly when parents and teachers have the maximum flexibility in deciding where children go to school and what kind of instruction they get. By and large, parents already have high enough aspirations

for their children, and want schools that will take their children as far as they can go. Teachers who delight in teaching demanding material to good students will come forward if given the chance to run their own classrooms.

It is educational leaders who need to become comfortable once again with a duty that once was at the heart of their calling, to educate what Jefferson called the "natural aristocracy" to be worthy conservators of the republic.

—Charles Murray, *Fellow at the American Enterprise Institute, and R. J. Herrnstein, professor of psychology at Harvard University, in the Winter 1992 issue of The Public Interest*

T HE MAJORITY of today's vocal enforcers of political correctness were entirely conventional, indeed exemplarily docile graduate students and assistant professors during the sixties and seventies, too anxious for professional advancement to risk the slightest gesture of resistance. But the lure of the counterculture, which they rejected while students, exerted an appeal all the more powerful for having been put aside for so long, only for it to emerge with all the accumulated frustration of the intervening years once tenure guaranteed that there was no risk involved.

The problem is not tenured "radicals," it is tenured ex-nerds belatedly struggling to appropriate the glamour of the heroic rebels whose allure they were too cautious to heed at its moment of maximum appeal two decades earlier.

—Michael André Bernstein,
professor of English and comparative literature at the University of California at Berkeley, in the spring issue of *The American Scholar*

A ND WHAT, FINALLY, was Trollope's "moral purpose?"

It is of course hard to say. Trollope is not a writer from whom one can easily extract formulas. But in her unjustly neglected essay "Trollope For Grown-Ups" (1962), the critic Clara Claiborne Park comes close to the heart of the matter when she describes the novelist as "the laureate of compromise." Trollope is almost alone, she notes, in telling us "what we need to hear: be reasonable, be moderate, in action, in desire, in expectation, and you will be fairly happy." This might seem like small beer. But it can be powerful compensation for . . . "the desolation caused by naked principle among people." If Trollope lacked a doctrine to impose as virtue, he came armed with an abundance of experience and psychological insight. As his narrator puts it in *Barchester Towers*, "Till we can become divine we must be content to be human, lest in our hurry for a change we sink to something lower."

—Roger Kimball, managing editor of *The New Criterion*, in the March issue

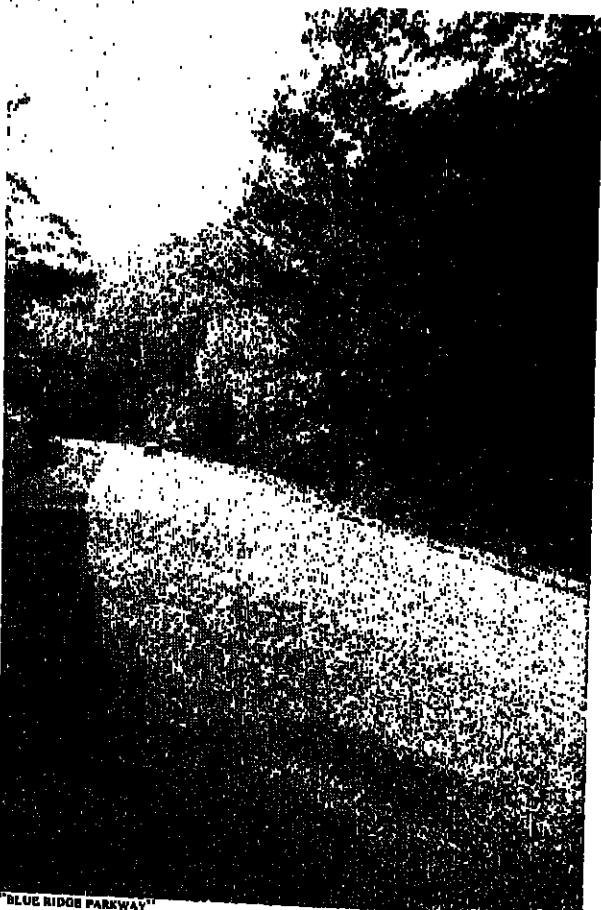


JOHN O'DONNELL FILED D, DAVENPORT, IOWA

THE ARTS

The Story of the Blue Ridge Parkway; Baseball Parks as Fields of Dreams

By Zoë Ingalls



BLUE RIDGE PARKWAY
An exhibition chronicling the Blue Ridge Parkway's design and construction is on display at East Tennessee State U.

T HE BLUE RIDGE PARKWAY winds its way 470 miles along the knobby backbone of the Appalachian chain, pausing in hollows, then soaring over peaks with names like Jumpinoff Rock, Purgatory Mountain, and Whetstone Ridge.

Some 24 million tourists travel the parkway every year, more than visit any other national park. They are drawn by the rich montage of history, folk culture, and natural beauty that flickers through the windows of their cars.

The parkway was conceived in 1933 as a connection between Shenandoah National Park in Virginia and Great Smoky Mountains National Park in North Carolina. The story of its design and construction, from 1935 to the completion of the final section of road in 1987, is told in an exhibition now on display at East Tennessee State University.

The creative force behind the parkway was a young landscape architect named Stanley W. Abbott, who led the design and construction of the project until the onset of World War II. Abbott had done his apprenticeship on the Westchester County Park system in New York. Thanks to that influence—and the talents of Abbott and the engineers, architects, and landscape architects that he recruited from the forced idleness of the Great Depression—the history of the parkway is a chronicle of design and planning on the cutting edge.

"The Blue Ridge Parkway was an entirely new concept of a national park," says David P. Hill, a landscape architect in Roanoke, Va. Mr. Hill and Richard T. Johnson designed the prototype of the exhibition while they were students at Harvard University's Graduate School of Design.

When the parkway was begun, the term "national park" meant one thing—vast, pristine tracts of land, Mr. Hill says. "The idea was to get the land and not do much with it—just take care of it," he says.

"The Blue Ridge Parkway, on the other

hand, is a very intensively constructed and highly manicured landscape."

Abbott was determined to disturb the natural beauty of the parkway route as little as possible, but just as determined to enhance it when necessary. In many cases the raw material that Abbott and his staff had to work with was anything but pristine. "Few of the show places of the parkway environs remain in an unspoiled natural state," Abbott wrote in an early report. Commercialization and logging, he noted, had "greatly reduced the recreation values."

Abbott carefully orchestrated every

mile of the road, and then insured its preservation through extensive land-use plans that designate, for example, certain areas as forest, others as orchards or fields.

To implement the land-use plans, Abbott arranged for the land adjacent to the roadway to be purchased and then leased back to farmers for agricultural use. In addition, "scenic easements" gave the park service all of the development rights to the land—in effect, the service bought the view, Mr. Hill says.

In an early report on the parkway, Abbott described the design process and revealed his own enthusiasm for his job:

"You worked with a ten-league canvas," he said, "and the brush of a comet's tail."

The exhibition, "Threading a Parkway Through the Blue Ridge," is on display at East Tennessee State through April 12. It then travels to various museums in Virginia and North Carolina, including Lees-McRae College, where it will be on view from August 23 through September 26.

J IM DOW says that the American baseball park is analogous to a medieval cathedral in being "a center of civic pride where people go to do some combination

One of the 54 photographs of major- and minor-league baseball parks now on display at the University of Maryland-Baltimore County.

of worship and dream." Since 1980 Mr. Dow has photographed more than 150 playing fields and arenas in Britain and the United States, including all 26 major-league baseball stadiums.

An exhibition of 54 of his shots of baseball stadiums, entitled "Major League/Minor League," is on display at the Albin O. Kuhn Library and Gallery at the University of Maryland-Baltimore County through May 31.

"Every town's got a stadium for a variety of sports and a variety of reasons, and I got hooked on trying to catalogue them," says Mr. Dow, who teaches photography and the history of photography at Tufts University and Boston's School of the Museum of Fine Arts.

"It's really the comparative aspect of it that's the most interesting—to go from a large town like Rochester, N. Y., to a tiny place like Pulaski, Va.," Mr. Dow says.

The older parks are more appealing than the new ones, he says. "In fact the newer parks have almost no appeal." And the minor-league parks have more appeal than the major-league.

"The differences between the minor-league parks are amazing," he says. "Some are great civic monuments. Others were built on a shoestring and are maintained on one. They have a wonderful funky patina—a quirky individuality you don't see now."

In the minor-league parks the game is often secondary to the "social ritual of a night out," Mr. Dow says. "People are out there to see and be seen just as much as they are to actually watch a ball game."

To make his photographs, Mr. Dow uses an 8-by-10 view camera mounted on a tripod. He takes multiple images of a single subject, turning the camera slightly for each picture, and then splices together three, four, or five photographs to give a sweeping panoramic view, like a slowly panning movie camera.

He will be setting up his camera on April 9 at the Baltimore Orioles' new home at Camden Yards, which architecture critics have compared favorably with such long-standing favorites as Boston's Fenway Park and Chicago's Wrigley Field.

"My bias is against anything built in the last 30 years or so," says Mr. Dow. "But this one is supposedly different."

"I've been told they've labored long to make it unique," he says. "We'll see."

Photographs of Life in a Maine Fishing Community



Photographs by Olive Pierce, now on display at Radcliffe College, document the harshness of day-to-day reality for the men, women, and children who live and work in Waldoboro, a fishing village in Maine. Their livelihood, which Ms. Pierce calls a "distinctly American tradition," is jeopardized by

pollution and competition from bigger boats. Through her photographs, she wants to make the people "visible."

"Up River: A Look at Life in a Maine Fishing Community" continues at the college's Bunting Institute through May 1.

LETTERS TO THE EDITOR

The Bandwagon for Direct Lending to Students

TO THE EDITOR:

It is amazing to me to find so many well-educated, well-intentioned individuals joining the misguided Congressional bandwagon supporting direct lending for student loans ("The Time Has Come to Establish Income-Contingent Student Loans," Opinion, March 18). Amazing because nothing in our great nation's history would give anyone confidence in the notion that the federal government could run programs or projects more efficiently or economically than the private sector. The basic concept of capitalism is competition, and yet direct-loan advocates want to eliminate it entirely from student lending. Bank competition has brought innovation to the products, not government bureaucracy.

Yes, I'm a profit-hungry banker who has spent the last 18 years in student lending based on narrow self-interest. Self-interest that includes spending 30 per cent of my annual marketing budget to provide financial support to state, regional, and national college financial-aid associations. Self-interest that spends only 10 per cent on media advertising while another 40 per cent goes into educational materials to be given to students and parents (of which may be one in 10 will eventually obtain a loan from my institution). Self-interest that has me spending evenings and weekends making presentations to parents and students instead of being home with my family. Enough about self-interest.

What about this notion of "direct loans"? Can it be as good, or, for that matter, as bad as the opposing sides paint it? Let's look at the record. The loan program we have now works for

more than 95 per cent of the participants but it has taken more than 20 years of continuous change to get to where it is today. The original loan plan was a direct federal program that simply didn't work. Why then, do "direct loan" advocates say this time it will? They say things are different today. I doubt it.

In the 1986 reauthorization of the Higher Education Act, Congress enacted an "Income-Contingent Loan Program" that has been a dismal failure. The problems encountered were



numerous, but one of the biggest was the insurmountable administrative burden created by tracking student incomes and tailoring payments to meet them. No matter how simple the concept may sound, the reality is a nightmare.

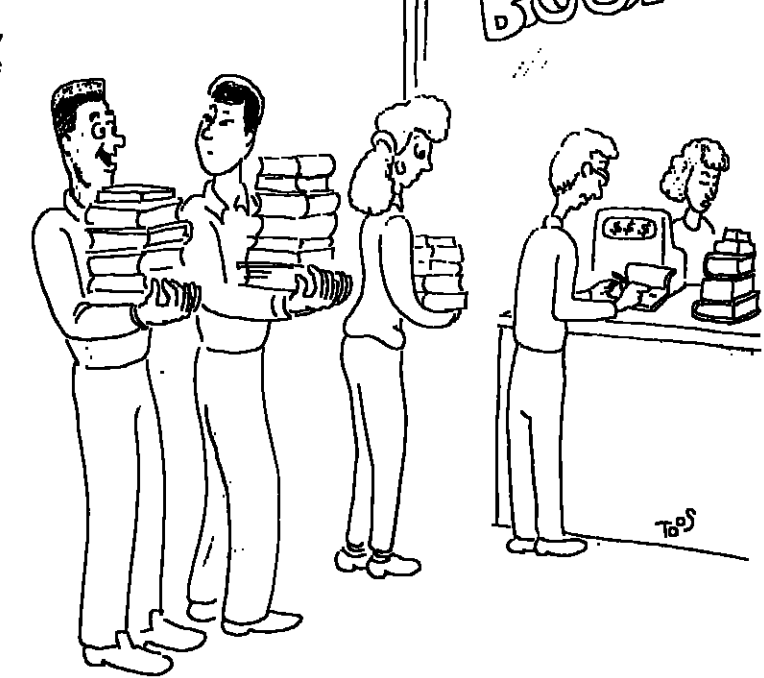
To make sure this letter doesn't become a novella I will only address two other points in the case for "direct loans." This well-meant article states that "bypassing the private banking system" would lower interest rates. This statement is probably

true but what it overlooks completely is the total interest expense to the student. No matter how low you make the rate, charging borrowers interest during the school term and then carrying repayment out over 25 years will significantly increase the interest paid by the student. In most cases it will far exceed the principal originally borrowed. Do we want students to pay more interest for the same loan?

The last point I want to clarify is in relation to the article's quote about defaults. It states: "By spreading repayments over as many as 25 years, . . . and by virtually eliminating defaults because loan repayments would be made by payroll deductions paid to the Internal Revenue Service, such a program would be self-financing." This is the greatest failing in the proposal: It does not eliminate defaults at all. What it does do is simply carry debts, which are increasing each year because of capitalized interest that graduates with low incomes can't afford to pay, for 25 years—then whatever amount of debt is left is wiped out. . . . This is real fiscal restraint. Let's have the youth of today piled up with billions in debt that will be left to future generations, 25 years from now, to cover with higher taxes.

No, the time for direct, income-contingent loans is not here—hopefully it never will be.

The existing, privately funded program definitely has problems, but they can be easily fixed. Let's join together to take the plan that has put millions of Americans through college to a new level of simplicity and efficiency. We don't need to scrap 20 years of experience on the faint hope



THE CHRONICLE OF HIGHER EDUCATION

"Why don't we just buy one set of books, and do a time share?"

that untried, unproven "direct loans" may be a better way.

MICHAEL G. LEWIS
Vice President of Education Finance
Meritor Savings Bank
Philadelphia

TO THE EDITOR:

I have been a high-school counselor for four years, a director of financial aid for 14 years, and a representative of a lending institution for less than a year. . . .

I agree with much that was written in your March 18 article about income-contingent loans, but I believe the writers and many of the advocates of this compromise legislation choose to ignore the many good reasons this program has not been implemented as described. . . . The cost savings are really cost shifting to the already embattled budgets of colleges and universities across the country. . . .

It appears to me that the writers are in favor of an economic/political view and have very little understanding of the wants and needs of the students they claim to represent. . . .

The coalition that currently exists among the government, the institution, and the lender has been the last hope of many families over the last 10 years for the funding needed to allow their sons and daughters to attend a postsecondary institution. It is too bad that deregulation cannot happen to ease the administrative burden that all three areas must carry to make the system work. This coalition has continued to advocate funding to cover the ever-increasing costs of a higher education even when it seemed the entire world was against funding for higher education. It is too bad the authors choose to argue that these very same proponents are in some way not helping families cope with the higher cost of a college education. . . . This is not true. . . .

It appears to me that the writers dismiss any arguments against direct lending as self-serving. I could say the same about their arguments, if the proposed legislation were to prohibit the per-student subsidy provided to the writers' institutions by their state governments: The reduction of the subsidy would bring public institutions into the world of supply and demand and allow their charges to reflect the true cost of education. I applaud the authors' call for the

government to address the concerns of the financial-aid community, to make simplification of the financial-aid process work. I wish the government had done this during the implementation of financial-aid legislation over the last 10 years; we all would be better off and the system would be less complex. The legislators can reduce complexity now with the current programs but have chosen not to do so. Financial aid is complex, and many of the current regulations have nothing to do with saving money and much to do with political compromise. . . .

I just hope that the true cost of implementing direct lending is considered before higher education decides to eliminate a political ally and a student-aid advocate—the banks—for promises of greener pastures.

FRED M. CARTER
Manager of Market Development
Student Loan Representative Office
U.S. Bank
Seattle

N.Y. bill restores pension contributions

TO THE EDITOR:

Those of us in public higher education in New York State read with a vested interest Goldie Blumenstyk's accurate and thoughtful portrayal of states' attempted theft of pension contributions ("College Employees Fight Back as Many States Try to Cut Pension-Plan Contributions," March 4).

United University Professionals—representing 21,000 educators and professionals on New York's state campuses—a background source for Ms. Blumenstyk, was especially appreciative to see that the article described the "double whammy" facing many of our members, and members of other unions, while politicians eye the public's employees as sacrifices to budget deficits.

As reported, participants in the Teacher's Insurance and Annuity Association and College Retirement Equities Fund, New York's optional retirement program, are facing cuts in contributions because of an unfair linkage to the defined-benefit plans. Adding to the problem, TIAA-CREF contributions were stopped altogether in January when a ruling by the Attorney General's office on rates of employer contributions was viewed

OPINION

by the comptroller as a "legal enigma."

But we finally have good news to report in New York State. The legislature passed without dissent, and Gov. Mario Cuomo recently signed, a UUP-crafted bill that restores funding to TIAA-CREF and makes up contributions lost during the freeze. It also establishes a task force to study inconsistencies in the pension laws and to make recommendations regarding contribution rates.

The task force, made up of university, government, and union representatives, will issue its report and recommendations for new legislation by June 1. UUP plans to use this study period to inform lawmakers about the problems with the present laws and to continue our quest to safeguard what we believe is a fair and appropriate rate of contribution. We welcome the opportunity this law provides to help make sense of pension laws whose complexity threatens the retirement plans of nearly 17,000 higher-education employees in New York State.

JOHN M. REILLY
President
United University Professionals
Albany, N.Y.

Questioning the stances of ACLU's president

TO THE EDITOR:

Your wonderful profile of Nadine Strossen correctly highlights her keen mind, effective voice, and vigor ("She Goes Wherever Civil Rights Are Threatened," Portrait, February 26). Unfortunately, Ms. Strossen does not limit the use of her powers to protecting the freedom of speech, but applies them with equal effect to advancing other positions of the American Civil Liberties Union.

These days, these stances include the legalization, and not merely the decriminalization, of all drugs (without offering any provisions to protect at least children from this modern scourge); opposition to any controls on the flow of private money into the coffers of politicians (as sought by Common Cause, Ralph Nader's Congressional Watch, and the new communitarian movement); opposition to drug testing of even those who hold the lives of others in their hands (such as school-bus drivers); and opposition to sobriety checkpoints. Technically, she relies on a rigid interpretation of what are unreasonable versus reasonable search and seizures, which, of course, the Bill of Rights allows. More deeply, Ms. Strossen is a vociferous representative of the notion that all we need to worry about is constraining and hobbling government—and not also how to make it work more effectively, say, for public safety.

I must add that Ms. Strossen sometimes fails to observe the tenets of good scholarship. I know, because I am on the receiving end of her notion that we communitarians are "majoritarians," despite the fact that our platform explicitly disavows any such position and that Ms. Strossen has never been able to document this charge. . . .

AMITAI ETZIONI
Editor
The Responsive Community:
Rights and Responsibilities
University Professor
George Washington University
Washington

U. of Chicago: not 'conservative'

TO THE EDITOR:

As a graduate, I appreciate your piece on the University of Chicago at its centennial ("U. of Chicago at 100: Proud Traditionalist," February 26).

I am amused, however, when I read that Chicago is a center of "conservative" thought. Some prominent thinkers associated with the university have been conservative politically, in the sense in which that term is used today. Many others are not, and an education there involved not orthodoxy, but rather a relentless pursuit of any quarry into any cave, no matter how forbidding.

I remember a childhood story about the farmer from Vermont driving into town with his wife of many years. She complains that his affections must have waned, since they used to sit close together on these trips, he with his arm around her. His terse response is, "I ain't moved." Thus it is with Chicago's supposed "conservatism."

As your story points out, the university is founded on principles of meritocracy, free and rational inquiry, and a belief in education as inherently liberating for the mind and the soul. These principles were, in the time of the French Revolution, profoundly radical ideas, and countered the stagnant "conservative" demands that only socially correct thought was permissible, that the value of ideas was not inherent but followed from the social position of those who thought them, and that reason must be subordinated to "reasons" of the state and powerful interests.

The university finds itself fighting that same battle today, but with the position taken re-labeled by the media. It is antagonists to these principles who are the historical conservatives.

The University of Chicago is not "conservative" but rather conservative, and what it has been conserving are the classical principles of Enlightenment liberalism. That is, no matter what other academy has slid its posterior in whatever direction, "we ain't moved."

D. W. MURRAY
Professor of Anthropology
Brandeis University
Waltham, Mass.

Elizabeth Fox-Genovese: 'outstanding' professor

TO THE EDITOR:

In the interest of presenting another and equally important side to Scott Heller's recent article concerning Elizabeth Fox-Genovese ("Emory U.'s Director of Women's Studies Quits, Describing Complaints as 'Political Power Play,'" February 12), we would like to express our perspective. Many of us at Emory University who have taken graduate courses or taught in women's studies are dismayed by the recent events in the department that resulted in Dr. Elizabeth Fox-Genovese's resignation. Under her leadership, the women's studies program permitted all women on campus, regardless of ideological positions, to pursue academic studies of women. Here we found a place in which scholarly pursuit of excellence was encouraged rather than a place where a specific political agenda was enforced. For this we are grateful.

Those of us who took courses from Dr. Fox-Genovese found her to be a demanding yet outstanding professor who welcomed diverse opinions. Those of us who taught in the department appreciated her support of our different viewpoints and pedagogical methods. Those of us who work with her on our dissertations know that her comments and advice are invaluable.

We regret that Elizabeth Fox-Genovese is leaving. . . .
Continued on Following Page

QUOTABLE

"The support of pure science—the search for knowledge—cannot come easily or naturally from government"



THE GREAT REVOLUTIONS of the past frame our picture of science. We honor the great revolutionaries and to emulate them is our highest aim. So every scientist dreams of making revolutionary discoveries, and the National Science Foundation seeks to stimulate and support such creative, innovative pursuits.

But paradox and self-contradiction abound here. The fundamental law of the unknown is that it is unsuspected, and therefore it cannot be directly explored. Scientific revolutions are serendipitous; they come by luck more than by foresight. Successful scientists are typically those who work in the most interesting but still tractable parts of the known unknown; and because they do, it is predictable that they will get results generally agreed to be useful—though one cannot predict how useful or in precisely what way, and one certainly must not expect them to be revolutionary.

Direct, deliberate attempts to uncover the unknown unknown, where the greatest potential novelty lies, are not common in science. How could they be? That would involve following hunches that might lead nowhere at all. Since most scientists (as many other people) are judged, paid, promoted (or dismissed) largely according to what they accomplish, it makes sense for them to choose research that, it can reasonably be predicted, will produce some sort of reasonably useful results. . . .

When scientists overtly claim to be seeking novelty, and even as they believe what they say, they define novelty in a limited way, namely, within the conventional paradigm. Novelty is pursued within the known unknown; scientists seek what is new, but not what is so new that it could overturn their beliefs.

The National Science Foundation, too, overtly claims to be seeking novelty. But to receive its support, one must make a proposal that specifies in considerable detail what one intends to do, and by what means, and what one expects to find, and what the significance of that will be. One must stick, in other words, to the known unknown. Moreover, one's proposal is submitted to peer review: Others in the same field are asked to judge whether the proposal makes sense, whether its aims are feasible ones. Such peer review cannot but be a wet blanket of conventional wisdom, and the private folklore of science understands that the most original proposals are also the ones for which it is hardest to get support.

ONE RARELY NOTED ASPECT of peer review is that, by and large but especially with the most brilliant ideas, the reviewers are less qualified than the authors of the research proposals. For one thing, each proposal is reviewed by as many as half a dozen peers, and their average competence is, solely for that reason, likely to be lower than that of the author of the proposal. . . . Further, the best scientists are also those whose time is most in demand and who will not be able to respond to all the requests made to them to review ideas, proposals, papers, books, and so on; and so the burden of doing the peer reviewing trickles down toward those who have more time but less talent. In addition, of course, whoever has evolved a proposal is likely—precisely for that reason—to know more about the specific details of that particular problem than anybody else in the world.

So even moderately successful scientists

learn to adjust to the predictability and mediocrity of peer review by camouflaging their best ideas: They seek support for "normal" research into the known unknown but then use some of the granted funds to follow their pet hunches. . . . Though it is fairly generally understood within the scientific community, it is not usually admitted in public that the grant-allocating mechanism supposed to serve creativity cannot and does not do so. . . . So surveys made by the National Science Foundation of those with whom it deals report predominant satisfaction with the foundation's activities, whereas private gossip among scientists features horror stories of the stifling of originality and creativity.

In the mid-1970's, a survey of NSF reviewers and grant applicants showed that they thought "the peer review system is an appropriate mechanism for making funding decisions, that it works quite well and needs few, if any, changes." . . . But when the questions were directly about stimulating novel research, "about two-thirds . . . agreed . . . that NSF is unlikely to fund high-risk, innovative research projects because its review process is too conservative. These results . . . came as something of a shock, amounting to 'a serious accusation.'"

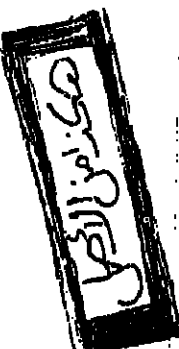
That the NSF and its director should be surprised by this is merely another illustration of how widespread are misconceptions about how science works, even among those who manage it and fund it and make public policy about it. . . .

If society does support potentially revolutionary science, then it cannot know what it will get. Why then even try to support it?

TO EVADE this uncomfortable question, the scientific community has been able to convince itself and society at large that corollary benefits inevitably flow from advances in scientific understanding. Only minorities—so far—have suggested that this has not always been so; or, even if it has been so in the past, that there is no guarantee it will continue to be so in the future (let alone that the benefits will be in some proportion to the initial expenditure). So we spend billions of dollars on larger and larger atom smashers even while most scientists (other than high-energy physicists) believe that nothing of practical human use remains to be discovered along that direction. . . .

"The support of pure science—the search for knowledge—cannot come easily or naturally from government. If totalitarian, the government is tempted to draw its distinction between correct, acceptable knowledge and other knowledge that is to remain taboo. If democratic, the government feels obliged to account for its expenditures, and therefore to hold accountable those who do research under its support; and accountability eschews risk and seeks tangible results. But where concrete results are demanded, research becomes mundane, particularly when results are looked for within the usual lifetime of a research grant, typically no more than a couple of years."

—Henry H. Bauer, professor of chemistry and science studies at Virginia Polytechnic Institute and State University, in *Scientific Literacy and the Myth of the Scientific Method*, published by the University of Illinois Press. Reprinted by permission.



Dallas County Community College District
HEALTH OCCUPATIONS INSTRUCTOR POSITIONS



FACULTY POSITIONS open for Fall 1992-93

Clovis Community College serves a comprehensive community college mission and is accredited by the North Central Association of Schools and Colleges. The college awards associate degrees in all programs of study and has a credit enrollment of 3,700 students with an FTE of 1,478. The College is a commuter campus with a significantly large evening enrollment. Courses are also offered on site at Cannon Air Force Base and through two-way interactive television.

Clovis is located on the eastern plains of New Mexico and has a population of approximately 33,000. Its economic base includes agriculture, Cannon AFB, and other small industries.

Application deadline is June 1, 1992. Applicants should send a resume, transcripts, and at least three letters of recommendation to:

Personnel Office
Clovis Community College
417 Shepps Boulevard
Clovis, New Mexico 88101-8345
Telephone (505) 769-4033 — FAX (505) 769-4190

Instructor in Science/Department Chair—The position is a regular faculty position with joint responsibilities of directing the Math and Science Department which includes faculty who teach in the disciplines of mathematics, statistics, biology, chemistry, physics, and geology. This combined assignment includes a regular nine-month academic appointment and three weeks of compensated duty prior to and at the end of the fall and spring semesters. Minimum qualifications include a master's degree in one or both of the disciplines in biology or chemistry. Three years of full-time college or university teaching is required. Teaching/leadership at a community college setting or prior experience as a department chair in a university is preferred. Base salary is \$23,150 + \$2,000 stipend.

Instructor in Mathematics—The Instructor in Mathematics shall be required to teach lower division mathematics including courses in developmental math, algebra, trigonometry, statistics, and calculus. Minimum qualifications include a master's degree. College level teaching experience is preferred and secondary school teaching experience shall be considered. Base salary is \$23,150.

Clovis Community College hires only U.S. citizens and aliens lawfully authorized to work in the U.S. and is an AA/EEO employer.

DUKE UNIVERSITY DIVINITY SCHOOL Assistant Professor of Old Testament

Duke University Divinity School invites nominations and applications for a tenure-track faculty position in the field of Old Testament studies. The appointment is to be at the level of Assistant Professor, to become effective in the Fall semester of 1993.

Candidate must possess the Ph.D. or equivalent degree. Teaching responsibilities will include seminars in Old Testament, Old Testament exegesis, and Old Testament history. The candidate will be expected to contribute to the instruction of doctoral students.

Please send curriculum vitae by September 15, 1992 to Mrs. Clara Godwin, Office, The Divinity School, Duke University, Durham, North Carolina 27706. Duke University is an affirmative action, equal opportunity employer.

Developmental Research, Management, and Planning for large non-profit medical school and hospital in Indianapolis and surrounding areas. Individuals will conduct in-depth research into major health care issues, develop research plans, and supervise research projects. Candidates must have a Ph.D. or equivalent degree, and must have extensive experience in research, management, and planning. Salary range \$22,000-\$30,000 depending on experience. Send resume and references to: Director of Personnel, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Developmental Research, Management, and Planning for large non-profit medical school and hospital in Indianapolis and surrounding areas. Individuals will conduct in-depth research into major health care issues, develop research plans, and supervise research projects. Candidates must have a Ph.D. or equivalent degree, and must have extensive experience in research, management, and planning. Salary range \$22,000-\$30,000 depending on experience. Send resume and references to: Director of Personnel, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Developmental Research, Management, and Planning for large non-profit medical school and hospital in Indianapolis and surrounding areas. Individuals will conduct in-depth research into major health care issues, develop research plans, and supervise research projects. Candidates must have a Ph.D. or equivalent degree, and must have extensive experience in research, management, and planning. Salary range \$22,000-\$30,000 depending on experience. Send resume and references to: Director of Personnel, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.



FACULTY POSITIONS Staffing Fall '92

ACADEMIC/Academic/Fitness for Life, Biology, Chemistry, Communications/Broadcasting, Developmental Math* (2 Pos.), Developmental English Composition*, History, Humanities/Art History, Language (Spanish), Math (3 Pos.), Political Science, Psychology, Sociology.

VOCATIONAL/Business Management*, Computer Information Systems*, Cosmetology, Electronics, Medical Assistant/Medical Secretary, Nursing (2 Pos.), Office Information Systems.**

Academic requires earned master's by fall '92 in related area (requires bachelor's). Vocational requires earned bachelor's by fall '92 in related area or six years of directly related work experience (*master's preferred). **master's required. Beginning rank and beginning salary (mid 20's approx.) dependent upon qualifications. See individual position announcement for all requirements.

APPLICATION PROCESS: Applications due April 30, 1992. You will be asked by mail or phone the status of your application. Each position requires a separate set of application materials. To be considered for employment, you must complete the following: cover letter, official Salt Lake Community College Application, resume/vita, transcripts (unofficial photocopies are acceptable until hiring) and three current letters of recommendation. Send completed applications and supporting materials to: Salt Lake Community College, Personnel Services Office, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, Utah 84130, Phone: 801-967-4210.

An Affirmative Action Equal Opportunity Employer

LEWIS-CLARK STATE COLLEGE announces a position in THE SCHOOL OF TECHNOLOGY for OFFICE AND BUSINESS TECHNOLOGY DIVISION CHAIR

STARTING DATE: July 1, 1992.

SALARY: Salary will be based on education, experience, and qualifications. This position is a full-time, non-tenure track position.

QUALIFICATIONS: A doctorate from an accredited college or university with emphasis in vocational, adult education, or a discipline within the division is preferred. A master's degree is required. Three years of classroom instruction in either secondary or postsecondary education is required. A national supporting alternative experiences to serve in lieu of required experiences will be accepted for review.

APPLICATION: Closing date is May 1, 1992. A complete job description and position announcement are available upon request. Submit letter of application and credentials including resume and transcripts to:

Dr. Mal Streeter, Dean
School of Technology
Lewis-Clark State College
8th Ave. & 6th St.
Lewiston, ID 83501-2698

LEWIS-CLARK STATE COLLEGE IS AN AA/EO EMPLOYER.



OAKTON COMMUNITY COLLEGE, located in a northwest suburb of Chicago, is accepting applications for a one year, full-time, faculty appointment to teach general math (developmental through calculus) as well as computer science related courses. Qualified applicants will have at least a Master's degree (Doctorate desirable) in a Math related discipline and level.

For an application write:

Director of Personnel
OAKTON
Community College
1600 E. Golf Road
Des Plaines, IL 60016

Completed Oakton application and all credentials must be postmarked on or before May 4, 1992.

Equal Opportunity Employer

Environment. Experience in research of natural resources, expertise in water quality and outreach to disadvantaged communities. Extensive travel required. \$35,000-\$40,000 plus modest fringe benefits. Send resume and references to: Director of Personnel, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Developmental Research, Management, and Planning for large non-profit medical school and hospital in Indianapolis and surrounding areas. Individuals will conduct in-depth research into major health care issues, develop research plans, and supervise research projects. Candidates must have a Ph.D. or equivalent degree, and must have extensive experience in research, management, and planning. Salary range \$22,000-\$30,000 depending on experience. Send resume and references to: Director of Personnel, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Fall Faculty Openings ELECTRICAL LINEWORKER AND POWER/PROCESS PLANT TECHNOLOGY PROGRAMS

Bismarck State College invites applications for two positions, an Assistant Professor of Electrical Lineworker and an Assistant Professor of Power/Process Plant Technology.

Both positions are 11-month, full-time, tenure-track positions beginning Aug. 25. Responsibilities include teaching, student advising, committee work and other related duties.

Assistant Professor of Electrical Lineworker: Qualifications: Appropriate associate degree; journeyman lineworker; knowledge in safety procedures, systems operations and equipment; broad understanding of the electric power industry, including investor-owner utilities, municipal, rural electric cooperatives and construction. Preferences: college teaching experience and/or industry experience.

Assistant Professor of Power/Process Plant Technology: Qualifications: Appropriate associate degree; knowledge in safety procedures, system operations and equipment; general understanding of the electric power industry, including investor-owner utilities, municipal, rural electric cooperatives and construction. Preferences: college teaching experience and/or industry experience.

Both positions: Competitive salary based on experience and credentials. Comprehensive fringe benefit package including TAA/CFR Retirement Plan. Applications accepted until May 1.

Bismarck State College is a comprehensive community college, founded in 1939. Located in the capital city of North Dakota, it has an FTE enrollment of approximately 1,900 students.

To apply, contact the
Office of Personnel Services
Bismarck State College
701-224-5427

Affirmative Action,
Equal Opportunity Employer



BISMARCK STATE COLLEGE

NUTRITION AND DIETETICS INSTRUCTOR

The Department of Nutrition and Dietetics at the UNIVERSITY OF DELAWARE announces a full-time, 9 month, tenure track instructor position, to develop and manage a nutritional biochemistry laboratory and to teach nutrition courses, including research methods. Additional responsibilities include participating in college and university faculty member activities, and developing and conducting a laboratory based research program.

QUALIFICATIONS: (1.) Completed Doctorate preferred; completion of Doctoral degree within 1 year of appointment; RD not required but desirable; (2.) Expertise and skill in performing a variety of nutritional biochemistry research methods; (3.) Evidence of ability/interest in teaching and scholarly activities.

THE UNIVERSITY AND THE DEPARTMENT: The University of Delaware is a state assisted land sea grant institution with an enrollment of approximately 20,000 students. The main campus is located in Newark, DE and is situated midway between New York City and Washington, D.C. The Department of Nutrition and Dietetics is within the College of Human Resources and has an enrollment of approximately 150 majors in nutrition.

APPLICATION INFORMATION: Those interested should send (1.) letter of application, (2.) curriculum vitae, and (3.) official transcripts to: Search Committee, c/o Maria Fanelli Kuzemski, Rm. 317, 317 Alford Hall, Newark, DE 19716. References to be collected by May 15, 1992. The application deadline is May 15, 1992. The appointment date is September, 1992.

The University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

FACULTY POSITIONS

Edinboro University of Pennsylvania invites applications for the following faculty positions available Fall 1992. The University is a member of the State System of Higher Education, is located 15 miles south of Erie, PA. Enrollment consists of approximately 7,400 undergraduates and 800 graduate students. Our 365-acre campus is located in scenic northwestern Pennsylvania, approximately 100 miles from the educational and cultural centers of Cleveland, OH, Buffalo, NY, and Pittsburgh, PA.

All positions are full-time tenure track.
SCHOOL OF EDUCATION
Applications should be sent to Dr. Shirley Stannard, Dean, and in-hand by April 27, 1992.

DEPARTMENT OF ELEMENTARY EDUCATION
#030-0337. Full-time tenure track Instructor/Assistant Professor. Responsibilities: Elementary music education; assume leadership role in coordinating music education activities in department and elementary school and possibly teaching other Elementary Education courses. (The Laboratory School is an early childhood facility of the Elementary Education Department designed to provide instruction, research, and service). Qualifications: Master's degree plus ten graduate credits; Bachelor's degree plus fifteen graduate credits (Instructor); Ph.D. preferred. Minimum of four years' teaching experience in elementary school or equivalent and Act 34 Clearance required. Valid PA certification (or eligibility) in Elementary Education and/or Music Education.

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT
#175-0404. Full-time tenure track Assistant/Associate Professor. Responsibilities: Graduate courses in three counseling programs with an emphasis on elementary school counseling or student personnel services. Experience with CACREP accreditation is desirable. Qualifications: Doctorate in counseling or education with emphasis/experience in elementary school counseling or student personnel services. ABD's may be considered.
#175-0405. Full-time tenure track Assistant/Associate Professor. Responsibilities: Graduate courses in rehabilitation counseling program. Qualifications: Doctorate in counseling and CRC certification. Special consideration given to candidates with experience in substance abuse, cross-cultural counseling, or correctional counseling. ABD's may be considered.

SCHOOL OF LIBERAL ARTS
Applications should be sent to Dr. Robert Weber, Dean, and in-hand by April 27, 1992.

DEPARTMENT OF SPEECH AND COMMUNICATION STUDIES
#120-0385. ELECTRONIC MASS COMMUNICATIONS/BROADCASTING. Full-time tenure track Instructor/Assistant Professor. Responsibilities: Courses in Speech Communication with emphasis on sales, advertising, marketing, promotions, and news in the broadcast/electronic media as well as broadcast communication rules and regulations. Qualifications: Master's degree in Electronic Media. Communication/Broadcasting plus 10 graduate credits and three years' teaching or equivalent experience.

DEPARTMENT OF ENGLISH AND THEATRE ARTS
#110-0387. RHETORIC AND COMPOSITION. Full-time tenure track Instructor/Assistant Professor. Responsibilities: Writing composition and contribute to the development of comprehensive writing program. Qualifications: Master's degree in English or Writing plus three years' teaching experience. Ph.D. preferred. Preference given to candidates with experience in directing a comprehensive writing program.

DEPARTMENT OF FOREIGN LANGUAGES
#090-0399. Full-time tenure track Instructor/Assistant Professor. Responsibilities: Undergraduate Spanish language, culture and literature courses. Qualifications: Master's degree in Spanish language and literature plus three years' teaching experience. Fluency in oral and written Spanish required. Salary range will be based on an approved pay plan and will be based upon the candidate's credentials and the University's needs. Instructor \$24,603-\$32,871; Assistant Professor \$29,805-\$40,076; Associate Professor \$35,350-\$48,713.

In addition to the specific responsibilities, faculty members are expected to perform other duties as assigned in compliance with the Collective Bargaining Agreement.
APPLICATION PROCEDURE: Qualified applicants should submit a letter of application to the specified dean, EDINBORO UNIVERSITY OF PENNSYLVANIA, Department CHE, Edinboro, PA 16844, specifying position and title, a detailed resume, names/addresses/phone numbers of three current references, and copies of transcripts. Fluency in the English language for final candidates will be assessed.

EDINBORO UNIVERSITY OF PENNSYLVANIA HAS A SPECIAL MISSION TO SERVE DISABLED STUDENTS, INTEREST OR EXPERIENCE WITH SUCH A POPULATION SHOULD BE INCLUDED IN THE APPLICATION. EDINBORO UNIVERSITY OF PENNSYLVANIA IS AN AFFIRMATIVE ACTION EMPLOYER AND ENCOURAGES APPLICATIONS FROM THE DISABLED, WOMEN AND MINORITIES.

Northern Montana College

ELEMENTARY EDUCATION: Tenure-track position. Teaching undergraduate and graduate courses in Elementary Education in the field of content methods, general teaching methods, field experience, and educational foundations; advise undergraduate and graduate students; serve on or chair graduate committees; supervise student teachers; work with public schools in developing and supervising students in field experience programs; develop curriculum related to teaching areas; serve on college committees. Doctorate in Elementary Education or related field required as well as public school teaching experience. Background in learning theory and computer-based education highly desirable.

BUSINESS: Tenure track position. Teaching basic and advanced courses in quantitative areas. Position requires breadth in teaching quantitative subjects, and some preparation in accounting, interdisciplinary teaching with technology programs, and business management. Expected to serve as a liaison to business and industry, or to perform significant campus service. Master's degree required; teaching experience and a doctorate preferred. Preference given to applicants with experience in industry and/or academic programs with technology emphasis.

Rank and salary commensurate with degree and experience. Available August 1, 1992. Screening begins April 20, 1992. Submit letter stating career goals and interest in the position, resume, transcripts, and names of three references to: Dr. Robert Anne Dow, VPAA, Northern Montana College, Havre, MT 59501. AA/EEO.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

University of Delaware is an equal opportunity employer who encourages applications from qualified minority group members and women.

UNIVERSITY OF ARKANSAS AT MONTICELLO Department of Communications Arts Instructor/Assistant Professor of Composition

The University of Arkansas at Monticello seeks applications for a tenure-track position in Composition, Ph.D. and/or M.A. plus teaching experience considered. Candidates must be prepared to teach both developmental and regular college composition courses. Send application letter, resume, and names, telephone numbers and addresses of three references to: Dr. Dan A. Hedges, Department of Communications Arts, University of Arkansas at Monticello, Monticello, AR 71655. Review of applications begins May 15, 1992.

The University of Arkansas at Monticello is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply.

Evangelism, Mission, and Church Ministries

Duke University Divinity School seeks to appoint a faculty member in the field of Evangelism, Mission, and Church Ministries. Candidates should have substantial experience in full-time pastoral ministry and have demonstrated expertise in teaching and scholarly research in a field of theological inquiry. A Ph.D. is required. Rank, salary, and tenure are dependent on experience and qualifications. Nominations and applications should be sent to Mrs. Clara Godwin, Office of the Dean, The Divinity School, Duke University, Durham, NC 27706. Duke University is an Affirmative Action, Equal Opportunity Employer.

Education: Assistant/Associate Professor of Education. Teach graduate/undergraduate courses for teacher certification, development of curriculum, and school management. Coordinate off-campus certification courses, advise in master's thesis preparation. Doctorate required by August 1992. Outstanding teaching and coordination/management skills required. Responsibilities include: teaching education courses in secondary education program, including field experience, and supervising student teachers. Salary commensurate with experience. Send resume and references to: Dr. Terry E. Boggs, Acting Chairman, Teacher Education Department, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Education: Assistant/Associate Professor of Education. Teach graduate/undergraduate courses for teacher certification, development of curriculum, and school management. Coordinate off-campus certification courses, advise in master's thesis preparation. Doctorate required by August 1992. Outstanding teaching and coordination/management skills required. Responsibilities include: teaching education courses in secondary education program, including field experience, and supervising student teachers. Salary commensurate with experience. Send resume and references to: Dr. Terry E. Boggs, Acting Chairman, Teacher Education Department, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Education: Assistant/Associate Professor of Education. Teach graduate/undergraduate courses for teacher certification, development of curriculum, and school management. Coordinate off-campus certification courses, advise in master's thesis preparation. Doctorate required by August 1992. Outstanding teaching and coordination/management skills required. Responsibilities include: teaching education courses in secondary education program, including field experience, and supervising student teachers. Salary commensurate with experience. Send resume and references to: Dr. Terry E. Boggs, Acting Chairman, Teacher Education Department, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Pennsylvania College of Technology PENNSTATE FACULTY POSITIONS

Located in North Central PA, the College is a comprehensive two-year institution with a national reputation for the quality and diversity of its advanced and emerging technology programs. Penn College is a component of The Pennsylvania State University but maintains its own mission, goals, and board of directors. The College is seeking qualified applicants for the following positions to start August 17, 1992.

HORTICULTURE - Bachelor's Degree in Horticulture or related discipline, OR equivalent combination of education and experience; five years horticulture work experience to include urban tree maintenance. Applications must be received by May 20, 1992.

LEGAL ASSISTANT - Law degree from accredited school; successful completion of bar exam; and experience as practicing attorney. Two position openings - one position is located at the Main Campus in Williamsport and the other is at the North Campus in Wellsboro, PA. Screening will commence in mid-May.

ELECTRICAL - Associate Degree in related discipline, or equivalent combination of education and experience. Four years trade experience including installation and service of electrical and electronics equipment/systems; residential/commercial electrical construction; motor repair and control. Applications must be received by May 8, 1992.

All positions require effective interpersonal, organizational, and communication skills. Salary and academic rank commensurate with credentials. Excellent insurance and educational benefits.

Submit letter, resume, and names, addresses, and telephone numbers of three professional references to: Human Resources, (18), Pennsylvania College of Technology, One College Avenue, Williamsport, PA 17701. Applications will be accepted until positions are filled unless a specific deadline is indicated above. For further information write or call (717) 327-4770.

An affirmative action/equal opportunity employer
Women and minorities encouraged to apply.

UNIVERSITY OF PENNSYLVANIA TRUSTEE PROFESSORSHIP IN BIOETHICS (To begin in academic year 1992-93)

The primary appointment will be in the School of Medicine with a secondary appointment in another appropriate school of the University, e.g., the School of Arts and Sciences. Responsibilities of the Professor will include further development of educational and research programs in bioethics for students, housestaff, and faculty in the School of Medicine. The goal of the dual appointment is to facilitate relationship between the School of Medicine and faculty in the social sciences and humanities related to medicine. The Professor will be expected to provide a leadership role in the planned development of a University Center for Health-Related Humanities and Life Sciences, and to create a major intellectual presence at the University.

Qualifications consist of an established national reputation in bioethics education and research, at least five years' experience in medical and academic settings, and an advanced degree in a field within the broad scope of bioethics. Send letter of interest and current curriculum vitae to: Dr. Albert S. Hirschman, Search Committee Chair, c/o Curriculum Office, University of Pennsylvania School of Medicine, 3601 Locust Walk, Philadelphia, PA 19104-6067 (Attention: Owen Pearson).

EO/AA Employer

Education: Teacher Education Department, St. Mary's University of San Antonio, Texas, 78228-5333. Send resume and references to: Dr. David Harvey, Director of Teacher Education, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Education: Assistant/Associate Professor of Education. Teach graduate/undergraduate courses for teacher certification, development of curriculum, and school management. Coordinate off-campus certification courses, advise in master's thesis preparation. Doctorate required by August 1992. Outstanding teaching and coordination/management skills required. Responsibilities include: teaching education courses in secondary education program, including field experience, and supervising student teachers. Salary commensurate with experience. Send resume and references to: Dr. Terry E. Boggs, Acting Chairman, Teacher Education Department, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Education: Assistant/Associate Professor of Education. Teach graduate/undergraduate courses for teacher certification, development of curriculum, and school management. Coordinate off-campus certification courses, advise in master's thesis preparation. Doctorate required by August 1992. Outstanding teaching and coordination/management skills required. Responsibilities include: teaching education courses in secondary education program, including field experience, and supervising student teachers. Salary commensurate with experience. Send resume and references to: Dr. Terry E. Boggs, Acting Chairman, Teacher Education Department, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.

Education: Assistant/Associate Professor of Education. Teach graduate/undergraduate courses for teacher certification, development of curriculum, and school management. Coordinate off-campus certification courses, advise in master's thesis preparation. Doctorate required by August 1992. Outstanding teaching and coordination/management skills required. Responsibilities include: teaching education courses in secondary education program, including field experience, and supervising student teachers. Salary commensurate with experience. Send resume and references to: Dr. Terry E. Boggs, Acting Chairman, Teacher Education Department, 1000 E. 6th St., Suite 100, Indianapolis, IN 46202. Equal Opportunity Employer.



North Carolina State University

North Carolina State University, one of the nation's outstanding land-grant institutions, is the state's largest academic institution. With over 26,000 students, it offers doctoral degrees in 48 fields of study. First among North Carolina universities in total research volume, NCSU is currently fourth among American universities in industry-sponsored research and development expenditures. The NCSU Libraries is a member of the Association of Research Libraries and the Center for Research Libraries. Applications and nominations are invited for the following positions.

Friends of the Library Executive Director

Under direction from the Associate Director for Technical Services and Collection Management, and working closely with the Director of Libraries, implements policies and directives of the Friends of the Library (FOL) Board. Initiates and implements annual and special fund drives and fundraising efforts; develops and coordinates a wide variety of friends events. Manages daily operations and participates in planning for FOL office, attends meetings of the Libraries Department Heads. Qualifications: bachelor's degree in library science or related field; excellent communication skills; demonstrated capacity for leadership, initiative, creativity and teamwork. Preferred: ALA-accredited MLS or other relevant advanced degree; successful fund-raising experience; knowledge of non-profit organizations and public relations; experience with and appreciation for the role of libraries in higher education. Minimum salary: \$30,000. Available: July 1, 1992. Initial review May 1, 1992.

Life Sciences Reference Librarian/Coordinator of CD-ROM Services

Under direction from the Head of Reference, provides general reference service in all disciplines and specialized information and research services to faculty, staff and students in agriculture and life sciences. Assumes active role in developing client-based services, evaluates and implements electronic systems and products, instructs clients in the use of research materials. Coordinates CD-ROM services: assists in training staff, selecting and maintaining equipment, evaluating networking options. Participates in library planning and development. Qualifications: ALA-accredited MLS; demonstrated interpersonal and communications skills; able to plan and implement innovative services responsive to NCSU community needs; demonstrated ability to give effective group presentations; coursework in the sciences and reference experience required. Preferred: Degree in life or agricultural sciences; science reference experience; knowledge of DOS and CD-ROM databases; experience with application of new technologies to information services; microcomputer applications. Minimum salary: \$26,500. Available July 22, 1992. Initial review May 15, 1992. Benefits: Academic status without tenure or rank. Health insurance options, TIA/CREF or state retirement, 24 days vacation, tuition waiver program. To apply: Applications will be accepted until positions are filled; candidates are encouraged to apply by initial review date (above). Send resume and names, addresses and telephone numbers of three recent, professional references to Wendy L. Scott, Office of Personnel Services, Box 7111, NCSU Libraries, Raleigh, NC 27695-7111.

NORTH CAROLINA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

FUNDRAISING

Associate Director Major Gifts

Dartmouth, currently in a capital campaign, seeks an Associate Director of Major Gifts whose responsibility will be the identification, cultivation, solicitation and receipt of major gifts for the College. Other duties include development of gift proposals, management of volunteer committees, overseeing a regional prospect pool, etc.

Requirements include a bachelor's degree and four years minimum of professional fund-raising experience or the equivalent; proven volunteer and staff management experience; communication skills and a willingness to travel.

Send application to Executive Officer, Dartmouth College, 6069 Alumni Center, Hanover, New Hampshire 03755-3590. Review of materials to begin April 13.

Dartmouth College is an Affirmative Action/Equal Opportunity Employer.

Library Serials Cataloger (Librarian I) Performs original and complex copy cataloging of serials in a variety of subject areas, formats, and languages, using AACR2, LRSI, and other standards. Performs related administrative work. Contributes to the development of the library's serials collection. Requires a minimum of two years of experience in serials cataloging and a bachelor's degree in library science or related field. Salary: \$24,000. Send resume and references to: Library Serials Cataloger, Box 2608, Dartmouth College, Hanover, NH 03755-2608. Review of materials to begin April 13, 1992. Dartmouth College is an Affirmative Action/Equal Opportunity Employer.

Head Reference Librarian The Head Reference Librarian handles complex reference questions, coordinates expanding reference service projects with other reference librarians, shares the responsibility of participating in evening and weekend reference duty rotation, and assists with collection development. Requires: An M.S. in Library Science from an ALA-accredited library school, at least two years of experience in a head reference position, and a strong knowledge of the library's collection. Salary: \$32,000. Send resume and references to: Head Reference Librarian, Box 2608, Dartmouth College, Hanover, NH 03755-2608. Review of materials to begin April 13, 1992. Dartmouth College is an Affirmative Action/Equal Opportunity Employer.

Library Director of Technical Services The Director of Technical Services is responsible for the management of the library's technical services, including acquisitions, cataloging, and circulation. Requires a minimum of five years of experience in technical services and a bachelor's degree in library science or related field. Salary: \$32,000. Send resume and references to: Director of Technical Services, Box 2608, Dartmouth College, Hanover, NH 03755-2608. Review of materials to begin April 13, 1992. Dartmouth College is an Affirmative Action/Equal Opportunity Employer.

Library Director of Reference Services The Director of Reference Services is responsible for the management of the library's reference services, including reference interviews, research assistance, and instruction. Requires a minimum of five years of experience in reference services and a bachelor's degree in library science or related field. Salary: \$32,000. Send resume and references to: Director of Reference Services, Box 2608, Dartmouth College, Hanover, NH 03755-2608. Review of materials to begin April 13, 1992. Dartmouth College is an Affirmative Action/Equal Opportunity Employer.

Director of Student Development Services University of Illinois at Chicago

The University of Illinois at Chicago is a comprehensive public institution located in a metropolitan setting with an enrollment of approximately 25,000 students.

POSITION: The Director reports to the Dean of Student Affairs and is responsible for the following developmental programs and services: New Student Orientation, Faculty/Student Interactions Programs, Volunteer Program, Leadership Development, Student Information Network Center, Veteran Affairs, Student Ambassadors, Women's Reality, Special Retention Programs and Tutoring Resources. The Director supervises six professional and three clerical staff.

QUALIFICATIONS: Candidates must have a master's degree in higher education or a related field; however preference will be given to those who are pursuing or have completed a doctorate. Four or more years in Student Affairs with a minimum of two years at mid-level. Demonstrated experience in the areas of developmental programming with diverse population, minority affairs, budget and staff development as well as a documented commitment to research are highly desirable. Salary commensurate with qualifications and experience.

APPLICATIONS: To receive full consideration, applications containing a cover letter, resume and the names, addresses and telephone numbers of three current references should be received by April 13, 1992. Please address materials to:

Diane L. Hodges, Ph.D.

Office of Student Development Services

University of Illinois at Chicago

Room 928, University Hall

Box 4348, M/C 318

Chicago, Illinois 60680

The anticipated starting date is August 3, 1992

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

Stevens Institute of Technology Development Office Opportunities

Assistant Director, Annual Giving

Stevens Institute of Technology is seeking an Assistant Director, Annual Giving whose responsibilities would be to plan, manage and coordinate various annual fund drives with special responsibility for alumni reunion programs. As part of these responsibilities the Assistant Director would assist in the identification and recruitment of alumni volunteers, work with alumni volunteers and committees to establish and achieve giving goals. One to three years of development or alumni relations experience and Bachelor's degree required. Annual Giving and university development experience preferred.

Coordinator of Development Research and Records

Stevens is accepting applications for the position of Coordinator of Development Research and Records responsible for managing the database of prospects, undertaking research on prospects, and providing updates and information to staff and volunteers. Responsibilities include the maintenance of systematic gift and biographical records in the system. Experience in computer operations and database management with exposure to a variety of programs required. Experience in on-line database and reference library research, especially in relation to individual and corporate research materials, a plus.

Stevens Institute of Technology is a small, private university, located on the west bank of the Hudson River, minutes from New York City. We offer competitive salary and a comprehensive benefit program. Interested candidates please send resume with salary history (please indicate the position of interest) in confidence to: Rosemary R. Lane, Stevens Institute of Technology, Castle Point on the Hudson, Hoboken, NJ 07030. Equal Opportunity Employer, Affirmative Action.

RESEARCH CENTER DIRECTOR

Marshfield Clinic, one of the largest private, multi-specialty group practices in the United States, is seeking an established professional to assume the directorship of the Wisconsin Rural Health Research Center. This highly-visible leadership position requires a critical combination of research, management and communication skills.

The Director will lead an existing multi-disciplinary research team in further developing the Center's research program consistent with the Center's mission. This mission is to improve the health of rural Americans by conducting and disseminating policy-relevant research on the health care needs of rural residents.

The successful candidate will have an MD and/or Ph.D. (or equivalent training) and a minimum of 5 years' experience in social science or public health research with an emphasis on rural health and/or health services research. Experience in successful government and/or foundation grant development, demonstrated research management abilities, and strong communication skills are required.

Marshfield Clinic offers a competitive salary and complete benefits package. For immediate consideration, please send curriculum vitae, including three complete references, to: Employment Management, Human Resources, Marshfield Clinic, 1000 North Oak Avenue, Marshfield, WI 54449. Applications will be accepted until June 1, 1992, or until the position is filled.

EOE, M/F/H/V

For information or to apply, Affirmative Action, Equal Opportunity Employer, Marshfield Clinic, 1000 North Oak Avenue, Marshfield, WI 54449.

Life Sciences Position Starting July 1992 at United Valley Community College (UVC), a two-year college in the heart of the U.S. Midwest, is an exciting opportunity for a highly motivated and experienced professional to join the faculty. The position is in the Department of Biology and is a full-time, tenure-track position. The successful candidate will be responsible for teaching and supervising students in the field of life sciences. The position is open to individuals with a Ph.D. in a life science field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

Management Information Systems Director The Director of Management Information Systems is responsible for the development, implementation, and maintenance of the university's information systems. The position is a full-time, tenure-track position. The successful candidate will have a Ph.D. in a management information systems field and at least five years of experience in a similar position. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

GETTYSBURG

Director of Student Activities

Gettysburg College seeks a creative, dynamic individual for the Director of Student Activities. The position requires self-initiative to design co-curricular programs which supplement and complement the academic program as well as extra-curricular programs which improve the social environment. The Director will provide leadership to a staff responsible for the coordination of all student activities. As a member of the College Life staff, the Director will provide leadership to the entire division to all areas of programming.

The successful candidate will be enthusiastic and goal-oriented in program design and planning. She/he will play a major role in creating an environment for the interaction of faculty, students, and staff. The Director leads a team of four professional and support staff members and a large student staff. She/he works closely with auxiliary services personnel, especially in the food service area. A Master's degree is required in Student Personnel, Arts Management, or a like field. All interested candidates must have five years' professional administrative experience in student activities/programming. Gettysburg College is a highly selective liberal arts college located within an hour and one-half of the Washington/Baltimore area. It is an Affirmative Action, Equal Opportunity Employer; women and minorities are encouraged to apply. Nominations and applications received by April 27, 1992 will be given full consideration. Send nomination or letter of application with a current resume and three letters of reference to: Margaret-Ann Marshall, Associate Dean of the College, Box 399, Gettysburg College, Gettysburg, PA 17325.

STATE UNIVERSITY COLLEGE AT BUFFALO (Buffalo State College)

State University of New York (SUNY) College at Buffalo is a comprehensive institution offering higher education and advanced study programs at the bachelor's and master's levels. It is the largest of the SUNY four year colleges of arts and sciences.

The Office of Student Affairs advances the educational mission of the college by encouraging the total development of students through programs, services, and opportunities designed to enhance their acquisition and application of knowledge, skills and values. Student Affairs is in partnership with students, faculty, staff and the urban community.

ASSOCIATE DIRECTOR OF RESIDENCE LIFE (Operations & Budgeting)

The Residence Life Office is a department under Student Affairs. The Associate Director for Residence Life, Operations & Budgeting reports to the Director of Residence Life. This individual is responsible for residence life operations and fiscal matters. A BA and 3-5 years of experience in residence life administration is required. An MA in business, student personnel or a related field is preferred. Successful candidates will have demonstrated skills in managing budgets, facilities/custodial services, and computer skills in addition to strong supervisory, administrative, management and communications skills. **APPLICATION PROCEDURE:** Review of resumes will begin on April 20, 1992 and continue until position is filled. Submit a letter of application, a current resume, and three letters of reference to:

Dr. Hal D. Payne
3100 Cleveland 513
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222-1095

State University College at Buffalo is an Equal Opportunity, Affirmative Action Employer.

side sources, job demands demonstrated analytical and writing skills, B.S. in relevant field preferred or equivalent training and experience. Approximate salary: \$30,000-\$35,000. Starting date approximately June 1, 1992. Send applications and resumes to: Dr. Hal D. Payne, 3100 Cleveland 513, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222-1095.

Mathematical University of Wyoming Department of Mathematics, University of Wyoming, is seeking a highly motivated and experienced individual to fill the position of Associate Professor of Mathematics. The position is a full-time, tenure-track position. The successful candidate will be responsible for teaching and supervising students in the field of mathematics. The position is open to individuals with a Ph.D. in a mathematics field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

Mathematical University of Wyoming Department of Mathematics, University of Wyoming, is seeking a highly motivated and experienced individual to fill the position of Associate Professor of Mathematics. The position is a full-time, tenure-track position. The successful candidate will be responsible for teaching and supervising students in the field of mathematics. The position is open to individuals with a Ph.D. in a mathematics field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

UNIVERSITY OF COLORADO AT BOULDER

DIRECTOR OF ADMISSIONS

The University of Colorado at Boulder invites applications and nominations for the position of Director of Admissions. Persons seeking this position should be prepared to contribute to the mission of the institution as a key member of the University's Enrollment Services Team and Enrollment Advisory Committee.

The University: The University of Colorado at Boulder, founded in 1876, covers 600 acres near the foothills of the Rocky Mountains. A major research university with an enrollment of approximately 25,000 students, CU-Boulder offers a broad curriculum in a variety of fields from the baccalaureate through postdoctoral levels. It has five colleges and four professional schools that offer 4,000 courses in more than 180 fields of study. The University of Colorado's 20,000 undergraduate students come from every state in the United States, with over one-third from outside Colorado.

The Position: The Director of Admissions reports to the Director of Enrollment Services. Enrollment Services is a unit in Student Affairs consisting of the Office of the Registrar, Office of Admissions, Office of Financial Aid, and the University Learning Center. The Director of Admissions is responsible for all facets of undergraduate student recruitment and admissions. The Director is responsible for the supervision and leadership of approximately 50 staff and the processing of over 30,000 applications yearly. The Director is also responsible for all budgets and personnel in the Office of Admissions.

Qualifications:

- Master's degree preferred, bachelor's degree required.
- At least one year of experience as the director of admissions and demonstrated leadership ability at a large university or three years of progressively responsible experience in an admissions office at a large university.
- Administrative experience with on-line admission systems.
- Demonstrated ability to work well with a wide range of people and commitment to issues of diversity.
- Experience in the management of personnel and budgets.
- Strong writing and analytical skills.
- Strong computer and statistical proficiency.
- Excellent public-relations and public-speaking skills.

Salary: Competitive, and commensurate with experience.

Starting Date: Approximately October 1, 1992.

Applications and Nominations: Must be postmarked by May 22, 1992. Interested individuals should send letter of application documenting qualifications, resume, and names and telephone numbers of three references to:

William R. Haid, Chair
Director of Admissions Search
University of Colorado at Boulder
Campus Box 26
Boulder, CO 80309-0020

The University of Colorado at Boulder has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

ASSOCIATE DIRECTOR OF HOUSING AND RESIDENCE LIFE



Muncie, Indiana

Responsible for management of residence hall and apartment life activities in the Department of Housing and Residence Life. Duties include supervising entire residence hall and apartment professional staff, development of residence hall and apartment life programs, and participation in the development of the entire residence hall and apartment life programs. The successful candidate will have a minimum of five years of experience in residence life administration, and a Bachelor's degree in student personnel, higher education, or related field; at least 5 years' experience in Housing and Residence Life or Student Affairs at the Assistant Director level. A letter of application, resume, placement credentials and three reference letters should be sent to:

Dr. John E. Collins
Director of Housing and Residence Life
LaFollette Northcote Lower Level
Ball State University
Muncie, IN 47306-0626

Review of applications will begin immediately and continue until the position is filled.

Ball State University is an Equal Opportunity, Affirmative Action Employer and is strongly and actively committed to diversity within its community.

Mathematical University of Wyoming Department of Mathematics, University of Wyoming, is seeking a highly motivated and experienced individual to fill the position of Associate Professor of Mathematics. The position is a full-time, tenure-track position. The successful candidate will be responsible for teaching and supervising students in the field of mathematics. The position is open to individuals with a Ph.D. in a mathematics field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

Mathematical University of Wyoming Department of Mathematics, University of Wyoming, is seeking a highly motivated and experienced individual to fill the position of Associate Professor of Mathematics. The position is a full-time, tenure-track position. The successful candidate will be responsible for teaching and supervising students in the field of mathematics. The position is open to individuals with a Ph.D. in a mathematics field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

Mathematical University of Wyoming Department of Mathematics, University of Wyoming, is seeking a highly motivated and experienced individual to fill the position of Associate Professor of Mathematics. The position is a full-time, tenure-track position. The successful candidate will be responsible for teaching and supervising students in the field of mathematics. The position is open to individuals with a Ph.D. in a mathematics field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

New York City Technical College

Executive Director of Development

NEW YORK CITY TECHNICAL COLLEGE FOUNDATION

The City University of New York

Applicants should be experienced in annual giving, special events, corporate and foundation relations, and major gifts. Experience working with boards of directors is a plus. Applicants should have bachelor's degree, a minimum of five years' fund-raising experience, strong management skills, an excellent communication and writing abilities. The director is responsible for planning, implementing, and evaluating a comprehensive fund-raising program for New York City Technical College and its foundation.

The position reports to the president of the college and to the chairperson of the foundation. Salary is competitive.

Send letter, resume, salary history, salary requirements, and writing samples to: Dr. C. Saunders, N.Y.C. Foundation, 500 11th Street, Room 308, Brooklyn, NY 11201. Application deadline is Friday, May 8, 1992.

TUFTS INSTITUTIONAL RESEARCH ANALYST

This position provides technical, research, and statistical support for various institutional research projects. The individual works closely on marketing studies with the undergraduate admissions office. Must be able to design questionnaires, administer surveys, conduct data analysis, and report survey results. The position requires strong quantitative and qualitative research skills including multivariate statistics; experience in the use of SPSS, SAS, and other statistical software; a Ph.D. in statistics or related field; a minimum of five years' experience in a related field; two years of experience; familiarity with higher education issues. Please send 2 resumes and 2 cover letters to: Dr. John E. Collins, Tufts University, 120 Hollis Street, Somerville, MA 02144.

An Affirmative Action/Equal Opportunity Employer.

DIRECTOR OF GIFT CLUBS AND REUNION GIVING

The Director will develop and implement fund-raising programs and strategies in the areas of reunion giving and Annual Fund gift clubs. Applicants must have a thorough understanding of development processes involved in meeting annual goals. Position requires extensive travel.

Two to three years' experience in fund raising or related field is preferred with experience working with successful volunteer teams. The position reports to the Director of the Annual Fund. Bachelor's degree required.

Interested candidates should send resume, with three references and a cover letter to:

Nancy A. Pools, Chair of the Search Committee
Mary Baldwin College
Staunton, Virginia 24401

Applications should be received by May 4, 1992.

Affirmative Action, Equal Opportunity Employer

names, addresses and phone numbers of three references to: Professor C. E. Saunders, Chair Search Committee, N.Y.C. Foundation, 500 11th Street, Room 308, Brooklyn, NY 11201. Application deadline is Friday, May 8, 1992.

Mechanical Engineering Technology Mechanical Engineering Technology Department at Graceland University of Technology is currently searching for two faculty members to teach and coordinate instruction in mechanical engineering technology. The positions are full-time (tenure track) and part-time (non-tenure track). The successful candidate will be responsible for teaching and supervising students in the field of mechanical engineering technology. The position is open to individuals with a Ph.D. in a mechanical engineering technology field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

JOHNS HOPKINS UNIVERSITY

Assistant Director of Computing and Network Services

The Johns Hopkins University invites applications and nominations for the Assistant Director of Computing and Network Services (CNS) in the Laboratory for Applied Research in Academic Information, William H. Welch Medical Library of the Johns Hopkins Medical Institutions (JHMI).

The CNS group supports several international knowledge-management projects including the Genome Data Base, Library systems, as well as general academic computing services.

The successful candidate will have a record of leadership, significant experience in the administration of academic computer systems and an advanced degree (or equivalent experience) in computer science or related field. Experience with systems management in a heterogeneous hardware, operating system, and networking environment including Sun, DEC, and Data General is essential. Knowledge of local and wide-area networking is expected. Familiarity with SYBASE is a plus.

Salary is negotiable and competitive. Send (via US mail or electronic mail) or fax letter of application, resume, and salary requirements to:

Administrative Manager
Laboratory for Applied Research in Academic Information
The Johns Hopkins University
1830 East Monument Street, Room 3012
Baltimore, MD 21205
Phone: (410) 955-9705
Fax: (410) 955-0054

E-mail (internet): jhr@library.welch.jhu.edu

Deadline for applications is May 15, 1992.

An Affirmative Action, Equal Opportunity Employer.

CHILDCARE DIRECTOR

Children's Educare Center is a cooperative effort to meet the needs of families of L.P.F.W., Ivy Tech, F.W. State Developmental Center and Parkview Memorial Hospital. It is a new facility located in Fort Wayne, Indiana serving children from six weeks of age through twelve years and open Monday through Friday 6:00 a.m. to 12:30 a.m.

Inquire about a challenging opportunity as Director of the Children's Educare Center. This position is responsible for supervision of staff, implementation of appropriate curriculum and management of annual budget, facility and equipment.

This position offers:

- a competitive salary
- an excellent benefit package

This position requires:

- a Master's degree in Early Childhood Education
- three years management experience in a child care institution
- experience with budgeting, financial planning and staffing ratios
- excellent verbal and written communication

Please send your resume to pursue this opportunity to: Parkview Memorial Hospital, Employment Manager, 2200 Randallia Drive, Fort Wayne, IN 46805. EEO/AA.



Up-to-the-minute
State-of-the-art.

Mechanical Engineering Technology Mechanical Engineering Technology Department at Graceland University of Technology is currently searching for two faculty members to teach and coordinate instruction in mechanical engineering technology. The positions are full-time (tenure track) and part-time (non-tenure track). The successful candidate will be responsible for teaching and supervising students in the field of mechanical engineering technology. The position is open to individuals with a Ph.D. in a mechanical engineering technology field and at least five years of teaching experience. Salary is commensurate with qualifications and experience. Send resume and three references to: Dr. John E. Collins, UVC, 1000 North Oak Avenue, Marshfield, WI 54449.

صکراتی الاصل

DIRECTOR OF HUMAN RELATIONS

San Francisco State University seeks a committed leader with proven management skills and a sound working knowledge of diverse communities to become its first Director of Human Relations. The University is a major public urban institution, the fifth largest in the 20-campus California State University system. The student population is about 28,000 and there are 3,000 members of the faculty and staff.

RESPONSIBILITIES

- Working collegially with a variety of campus administrators and groups, take the lead in accomplishing the following tasks:
- Propose, implement, monitor and evaluate a master plan to ensure a discrimination-free campus environment.
- Establish short- and long-term Affirmative Action/EO plans and programs.
- Plan and coordinate workshops for members of the campus community on cultural, ethnic and social diversity.
- Review relevant campus policies and grievance structures to ensure knowledge and compliance in matters of rights, responsibilities, and roads to redress in the area of human relations.
- Communicate direction, progress, and status of human relations programs to the President, administrators, faculty, staff and students.

QUALIFICATIONS

- Five years of successful and increasingly responsible administrative or managerial experience in a university or large educational/professional organization.
- Specific knowledge of laws, regulations, and compliance procedures regarding Affirmative Action and Equal Opportunity; related knowledge of mediation, counseling, and conflict resolution.
- Demonstrated sensitivity to issues surrounding individual and group differences based on race, ethnicity, gender, sexual identity, religion, disability, national origin, or age.
- Ability to serve as primary spokesperson for the University on matters of equity, affirmative action, and campus diversity.
- Graduate degree required; doctorate preferred.

Salary is based on experience and qualifications. SFSU does not discriminate on the basis of race, color, national origin, gender, sexual orientation or disability. Send APPLICATION letters with resume and three reference contacts by May 10 to Donnie Fox, Director of Personnel, San Francisco State University, 1600 Holloway, San Francisco, CA 94132.

DIRECTOR OF DEVELOPMENT School of Hotel Administration

Cornell University seeks a Director of Development in the School of Hotel Administration to manage the day-to-day operation of the School development office activities. He/she will direct and coordinate all School fund-raising activities including campaign assignments, solicitation of gifts and ongoing donor relations. The Director will establish short- and long-term objectives and goals for the School's Public Affairs program as well as develop and support volunteer committees and work with key volunteer leadership. The Director is responsible for performing other related professional development work. The Director of Development reports to the Assistant Dean for Public Affairs.

Requirements: Five years of broad-based fund-raising and marketing activities. Experience in working with and developing volunteer committees. An exceptionally high level of maturity and judgment. Excellent communication skills. A bachelor's degree required, advanced degree preferred.

Please send cover letter and two resumes to Cynthia Smith-Barlow, Staffing Services, Department 27401-G, Cornell University, 160 Day Hall, Ithaca, New York 14853-2801. Materials will be accepted until an appropriate candidate is found. We are strongly committed to a program of equal opportunity employment and actively seek applications from women and minorities.

CORNELL UNIVERSITY

Affirmative Action/Equal Opportunity Employer

Political Science: The University of Texas at the Permian Basin has an opening for an Assistant Professor in the Department of Political Science. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Political Science and a minimum of five years of teaching experience. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Political Science/Comparative Politics: The Department of Political Science at the University of Texas at the Permian Basin has an opening for an Assistant Professor in the Department of Political Science. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Political Science and a minimum of five years of teaching experience. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

open. The teaching load is the equivalent of four courses/36 contact hours per semester. The candidate should have a Ph.D. in Political Science and a minimum of five years of teaching experience. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Political Science/International Relations: The Department of Political Science at the University of Texas at the Permian Basin has an opening for an Assistant Professor in the Department of Political Science. The position is a full-time, tenure-track position. The candidate should have a Ph.D. in Political Science and a minimum of five years of teaching experience. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

SEARCH REOPENED COORDINATOR OF ALCOHOL AND SUBSTANCE ABUSE PROGRAM

UNIVERSITY OF MAINE at Machias

Ten-month per year appointment (August-May) with possible extension. Qualifications: Training in mental health, substance abuse prevention, ability to organize student groups; ability to present public lectures/workshops. Master's Degree preferred in student affairs, counseling, or related area. Applicant must be familiar with multi-modal treatment/prevention strategies as well as developmental theory as it applies to college students. Competitive salary, pleasant working environment; excellent fringe benefits.

Send letter of application, resume, and three current letters of reference to: Steve Birchak, Search Committee Chair, University of Maine at Machias, 9 O'Brien Avenue, Machias, Maine 04654; telephone (207) 255-3313, ext. 331. APPLICATION DEADLINE: MONDAY, APRIL 27, 1992.

The University of Maine at Machias, located near the coast, is a 1,000-student, independently accredited campus of the University of Maine System offering undergraduate degrees in education, liberal arts, science and business.

The University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

NORTHERN KENTUCKY UNIVERSITY

Director Academic Advising Resource Center

A Director is sought for providing creative, resourceful, dynamic leadership for a new office serving 2800+ undecided and under-prepared students. The Director reports to the Associate Dean for Advising and Curriculum for Entering Students (ACES) and will participate with ACES planning and activities. Northern Kentucky University is a comprehensive state-supported institution of 11,000 students located in the Greater Cincinnati metropolitan area.

Responsibilities: Office management, staff training and supervision, advising students, programming, unit assessment, significant contact with Academic and Student Affairs staff and fostering university-wide improvements in advising. Qualifications: Masters degree and 4-6 years successful experience as an academic advisor, administrator and/or faculty member required. Preferred: Evidence of quality publication design, office management, oral presentation; familiarity with development advising, student retention programs, and computer applications.

Send statement of interest, vita, three (3) letters of reference, statement of advising's role in higher education, and supporting materials to:

Dr. David D. Tukey
Associate Dean, ACES
Northern Kentucky University
Highland Heights, KY 41099-6300

Review of applications will begin May 15, 1992; position available July 1, 1992. Starting salary range low to mid \$30's.

Northern Kentucky University is an affirmative action/equal opportunity employer and actively seeks the candidacy of minorities and women.

DIRECTOR MASTER'S PROGRAM IN BUSINESS ADMINISTRATION

Heidelberg College
Tiffin, Ohio 44883

Heidelberg, a private liberal arts college, is planning to extend its undergraduate business administration program to the Master's degree level. We are looking for the key individual to conduct a needs assessment, and to develop and lead the program.

If you are interested, have an earned doctorate and significant successful teaching and business experience, we'd like to hear from you.

Reply to:
Dr. W.T. Wickham
Department of Business Administration and Economics
Heidelberg College
310 East Market Street
Tiffin, Ohio 44883

Heidelberg College is an equal opportunity, affirmative action employer.



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world—

every week in The Chronicle.

RANSOM EVERGLADES SCHOOL

MIAMI, FLORIDA

Associate Director of Development

Ransom Everglades School is an independent, coeducational, non-sectarian, college preparatory day school enrolling 785 students in grades 6 - 12.

The Associate Director of Development has primary responsibility for the direction of the annual giving program. Other areas of responsibility include alumni activities, selected corporate and foundation efforts, and coordination with overall development office functioning.

A minimum of a bachelor's degree and prior successful experience in directing annual fund raising are required. Competitive salary is commensurate with experience.

Please submit a letter of interest and a resume to:

Janet S. Ward
Director of Development
Ransom Everglades School
3575 Main Highway
Miami, FL 33133



FLORIDA A&M UNIVERSITY

Director, Student Affairs (Student Activities)

Florida Agricultural and Mechanical University (FAMU), a fully accredited comprehensive university in the Florida State University System, invites applications and nominations for the position of Director, Student Affairs (Student Activities). An historically Black institution which was founded in Tallahassee in 1887, FAMU consists of 12 schools and colleges with an enrollment of approximately 9,000 students and an operating budget in excess of \$50,000,000 and approximately 1,200 employees.

RESPONSIBILITIES: The Director, Student Affairs (Student Activities) reports directly to the Assistant Vice President and Dean of Student Affairs. The Director will be responsible for the operation of the Student Union Complex, a multi-purpose facility; the organization, staffing, direction, coordination and evaluation of student activity programs which includes programming in student enrichment, intramural sports, academic and developmental seminars and university programs; the oversight of student organizations; coordination of off-campus community service programs; management of a composite of budgets which encompasses over one million dollars for operations and activities inclusive of student government association budget; and coordination of university-wide functions, e.g., convocations, commencement and other similar events.

QUALIFICATIONS: Master's degree in behavioral sciences, or social sciences or related area and six years of appropriate experience; or a bachelor's degree in behavioral sciences or social sciences or related area and eight years of appropriate experience. Prefer individual with experience in student activities, the operation of a multi-purpose facility and the handling of budgets.

Salary: \$42,000
Application deadline: All applications must be received by 5:00 p.m. on April 30, 1992.

Application procedure: Applicants should submit a cover letter and a current resume to:

Personnel Relations
211 Fouts-Hillier Administration Center
Florida A&M University
Tallahassee, Florida 32307

Florida A&M University is an equal opportunity, equal access university.

Assistant professorship in international relations/comparative politics. Primary teaching responsibilities will include introductory courses in international relations and comparative politics and advanced Africa area studies. An open search for a candidate with a Ph.D. in International Relations and a minimum of five years of teaching experience. The position is located in Tallahassee, Florida. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Professor Pamela K. Jensen, Chair, Department of Political Science, Kuylenstierna, Ohio 43022. Qualifications: Ph.D. in International Relations and a minimum of five years of teaching experience. The position is located in Tallahassee, Florida. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Political Science/Philosophy: Kenyon College, Political Philosophy. We are seeking to fill a two-year, non-tenure-track position in the Department of Political Science, beginning August 1992. The candidate should have a Ph.D. in Political Science and a minimum of five years of teaching experience. The position is located in Gambier, Ohio. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

MU Marquette University

DIRECTOR OF PUBLIC RELATIONS

GENERAL INFORMATION: Marquette University is seeking a creative, energetic, resourceful Director of Public Relations. Reporting to the Vice President for University Advancement, the Director is responsible for the University's public relations, media development, publications and special events programs. The Director will also integrate his/her discipline with total University promotional efforts including admissions, alumni relations, development and advertising. The Director's primary responsibilities are to position, develop and implement a three-dimensional image of the University, define the University's target markets, create key approaches to address these markets and establish criteria for overall program success.

QUALIFICATIONS: The successful candidate will have sound management skills, be an effective facilitator, strong communicator and team builder and evidence a fundamental sense of humor. The successful candidate will also have a Bachelor's degree and at least seven years of public relations or directly related experience.

APPLICATION: Submit nomination or letter of application and current resume by April 30, 1992 to:

Raynor C. Hedges
Vice President for University Advancement
MARQUETTE UNIVERSITY
1212 West Wisconsin Avenue, #815A
Milwaukee, WI 53233

Marquette University is an Affirmative Action, Equal Opportunity Employer.



Coordinator of Minority Recruitment

Connecticut College seeks a highly motivated, imaginative individual to play an important role in all aspects of the Admissions Office with particular responsibility for the recruitment of minority students. Strong writing and speaking skills and a willingness to handle considerable responsibility are needed, as well as the personal presence necessary to represent effectively the values of an undergraduate liberal arts education. The ability to respond to the concerns and interests of the minority community at the College is crucial.

This position will be at the Assistant or Associate Director level, depending upon the experience of the successful applicant.

Send a letter of application, resume and names of three references by April 30, 1992 to:

Connecticut College

Director of Human Resources
270 Mohegan Ave., Room 111-C
New London, CT 06320

Connecticut College is an Equal Opportunity/Affirmative Action Employer

from candidates of diverse ethnicity and sexual orientation.

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.



LEHIGH UNIVERSITY

Assistant Director of Residence Life

Position Responsibilities: The Assistant Director of Residence Life is primarily responsible for maintaining an environment which enhances academic achievement, social and personal growth. The specific responsibilities include: supervision, selection, training and evaluation of graduate hall directors, assistant hall directors, and undergraduate staff members; serve as administrative hearing officer for judicial matters, faculty management, crisis intervention and counseling; assist in the overall planning of the residence life programs; and serve as a liaison with other university offices. The Assistant Director reports directly to the Assistant Dean of Students for Residence Life.

Qualifications: a. Master's Degree in Higher Education Administration or related field b. Two to four years of professional experience, preferably in residence life c. Excellent interpersonal skills d. Ability to show high initiative and motivation e. Previous supervisory experience is preferred f. Position requires a willingness to assume on-call duty, some evening and weekend hours, as well as emergency response to crisis situations

Salary: Competitive

Deadline: April 29, 1992

Applications:

Terrence M. Curran
Associate Dean of Student Life
University Office #200, Room 210
Lehigh University
Bethlehem, PA 18015

Lehigh University is an Affirmative Action, Equal Opportunity Employer

DIRECTOR

UNIVERSITY COUNSELING SERVICES

Ohio Wesleyan University seeks a talented and energetic Director of University Counseling Services to join the CAP Center, which is the primary campus human service agency composed of Counseling Services, Career Services, and Minority Student Affairs. Responsibilities include individual and group counseling, crisis intervention, consultation, outreach and prevention efforts. He/she will supervise one Ph.D.-level counselor and manage the University testing programs (e.g., GRE, SAT, etc.).

Qualifications: Ph.D. in Counseling Psychology or closely related field, licensure or eligibility for licensure, three years' experience in a college or university counseling center are required. Excellent written and oral communication skills, ability to relate effectively with members of the University community and service users are required. Preference will be given to those candidates who have experience or interest in assisting learning disabled students.

Contract: This is a twelve-month, administrative contract which is renewed on an annual basis. Salary is competitive with a comprehensive fringe benefits package. Minority candidates are especially encouraged to apply.

Application Information: Send letter of application, resume, graduate transcript, placement credentials and/or three current letters of reference to: Ohio Wesleyan University, Donald G. Chenoweth, Ph.D., Dean of Student Services, 250 Hamilton-Williams Campus Center, Delaware 43015. Application deadline is April 22, 1992.

Ohio Wesleyan University is an Equal Opportunity, Affirmative Action Employer.

Director of Quality Productivity Management Degree Completion Program

Marion College of Fond du Lac invites applications for the position of Director of Quality Productivity Management (QPM) Degree Completion Program. The primary responsibility of the position is to coordinate the planning and implementation of all elements of the QPM program. The Director reports to the Assistant Dean of Evening/Week-End Programs. This is a one-year, non-tenure-track position. The candidate should have a Ph.D. in a business-related field, or an MBA; and background in business research methodology. Excellent human relation skills; foundational attitude of respect for and understanding of adult learners; ability to work independently with high self-motivation; ability to creatively envision new structures to meet community and student needs. Teaching and administrative experience preferred.

To apply, submit a cover letter, vita with a copy of master's research abstract, names, addresses, and telephone numbers of three references, and salary requirements to: Director of Human Resources, Marion College of Fond du Lac, 48 S. National Ave., Fond du Lac, Wisconsin 54935.

Applications will be accepted until position is filled.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER/EDUCATOR

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology: Visiting Associate/Full-Time Professor: Developmental Psychology. The University of Texas at the Permian Basin has an opening for a Visiting Associate/Full-Time Professor in the Department of Psychology. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Francis A. Countway, Library of Medicine

The completion of a major strategic planning process at the Francis A. Countway Library of Medicine, which serves the Harvard Medical School and Boston Medical Library, has created several initiatives which are currently in the development stage. Key to fulfilling our mission for maximizing accessibility to our outstanding 500,000 volume collection is our Technical Services staff of 20, who will be involved in the retrospective conversion of 70,000 titles, a serials binding project, and modification of the acquisitions fiscal processing.

Collection Development Librarian

Reporting to the Director, the successful candidate will have primary responsibility for planning and carrying out effective development of the Library's collections. You will manage long-range planning for resources, develop cooperative collection development priorities and needs, will oversee the preparation of various management reports, collection development policies, the Collection Development Manual, establish and maintain communication channels with campus and university-wide information sources and participate in annual allocation of the Library Materials budget. You will manage on-going collection analysis, represent the Library to internal and external organizations, develop cooperative collection development activities with other libraries and work with the Library Director on fund raising and donor relations.

We seek a proven, team-oriented communicator with an MLS from an ALA-accredited school (advanced degree in a scientific field preferred), plus a minimum of 8-10 years' collection development experience in a major academic health science library. Knowledge of major issues related to collection development and preservation is necessary, as are demonstrated planning, fiscal, communication and analytical skills.

Send cover letter, resume, and list of 3 references to Diane Lamarre, Harvard Medical School Employment Office, 164 Longwood Ave., Boston, MA 02115. Harvard upholds a commitment to Affirmative Action and Equal Opportunity.

Harvard University

UC Santa Barbara

DIRECTOR OF ANNUAL GIVING / ASSISTANT DIRECTOR OF MAJOR GIFTS

U.C. Santa Barbara is looking for an experienced fund raiser to manage the University's annual giving programs up to the \$10,000 level for the Development Dept. Reg. Substantial fund-raising experience, preferably in a university setting, is required. B.A. or equivalent. Experience as a volunteer preferred. \$45,700-\$57,100/yr. One year renewable contract. Apply by 5/1/92 for primary consideration. Open until filled. Refer to job #92-03-025 SC.

Send resume to:

Personnel Services/Employment Unit
University of California, Santa Barbara
South Hall, Room 3607
Santa Barbara, CA 93106-3160

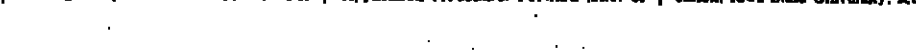
AA/EOE

Professor level openings with the Fall 1992 semester. Ph.D. required. It is a tenure track appointment with a possibility of additional summer teaching. The position involves highly undergraduate teaching at the beginning with gradual increases of graduate courses. Since the program is a degree completion program, the candidate must have an extensive professional background in the field. The position would have some demonstrated interest in and familiarity with this approach to educational issues. Domestic University is an Equal Opportunity Employer with an Affirmative Action Plan. Please send a letter of application, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Political Science, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology/Research Psychologist (Statistical Research): \$28,000 per year. Immediate opening for a position in the Department of Psychology. The position involves the use of computer programs for the analysis of data and the use of statistical methods. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

Psychology/Research Psychologist (Statistical Research): \$28,000 per year. Immediate opening for a position in the Department of Psychology. The position involves the use of computer programs for the analysis of data and the use of statistical methods. The position is located in Amarillo, Texas. For consideration, send a cover letter, curriculum vitae, and three references to: Dr. Robert L. Gentry, Chair, Department of Psychology, University of Texas at the Permian Basin, P.O. Box 2100, Amarillo, Texas 79702-2100. The University of Texas is an Equal Opportunity Employer.

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators—
every week in The Chronicle.





Chicago Public Library
COMMISSIONER

Chief Executive Officer of a Citywide system encompassing a new central research facility, the Harold Washington Library Center, eighty neighborhood branch libraries and two regional libraries. Annual operating budget, \$71 million. Capital improvement projects \$26 million. Personnel 1,400. Service population 2.78 million. Registered borrowers 1.8 million. Annual circulation 7.6 million. Annual use 8.8 million patron items in the collection 12.6 million. The Chicago Public Library serves a diverse, urban population, including over 20 major non-English speaking communities.

Develops library services and policies, objectives and priorities for the Board of Directors and City Administration. • Directs planning, public, support, and administrative services. • Advises and informs the Board of Directors on the operation of the Library. • Oversees the operations of the Library through an executive staff and staff practices in cooperation with the Board of Directors and City Administration. • Oversees and manages the Library budgeting process, allocations, training, affirmative action, and union relations. • Directs the Library's participation as a member of the Chicago Public Library Foundation, a regional cooperative library network. • Directs development activities, including government and private grants, fund raising in conjunction with the Chicago Public Library Foundation, and cooperative planning with other government units and with community, civic, and educational organizations. • Directs public activities, including community outreach and press relations.

QUALIFICATIONS: Minimum four years successful high level administrative experience. Experience in a large, complex organization preferred. An ALA accredited Master of Library Science (MLS) or an advanced degree in an academic discipline. Demonstrated knowledge and understanding of urban libraries or related institutions. Proven fund raising skills. Experience in intergovernmental relations. Experience with capital building projects helpful. Strong interpersonal and leadership qualities. Excellent oral and written presentation skills. Knowledge of Chicago and Illinois desirable. Excellent computer management package. Starting salary \$40,000. Send resume and references to: Mr. Cindy Pritzler, Chair, Search Committee, Chicago Public Library, 400 S. State Street, Chicago, IL 60605 by April 24, 1992. The City of Chicago/Chicago Public Library is an Affirmative Action/Equal Opportunity Employer.

PRESIDENT

Atlantic University Virginia Beach, Virginia

The Presidential Search Committee is seeking nominations and applications for the position of President of Atlantic University. Reporting directly to the Board of Trustees, the President is the chief academic and administrative officer of the University.

Atlantic University, founded as a graduate school in 1983, is located on the Atlantic Ocean in Virginia Beach, Virginia. It offers a master's degree in the interdisciplinary field of human consciousness studies and has a unique mission:

"Atlantic University provides a learning environment integrating body, mind, and spirit to help individuals achieve higher human potential and transform their lives, better understand their relationship to all life, and be of greater service to others."

This program currently attracts about 100 degree-seeking students interested in this holistic educational experience that emphasizes personal growth as well as academic achievement.

Qualifications: The next President of Atlantic University should be a proven administrator or academic leader in higher education possessing the following qualifications:

- Visionary and strategic planning skills to further develop and implement the University's unique mission;
- Budgetary and financial management skills to provide leadership in a time of constrained financial resources;
- Sensitivity to interpersonal relationships in order to work cooperatively with faculty, staff, and students in identifying university priorities including curriculum and faculty development and student recruitment;
- The ability to effectively communicate the mission of the University to the community at large, presenting a positive image and inspiring broad financial support; and
- A Ph.D. or terminal degree in one's field.

Nominations and applications should be submitted to:

Keith VanderOne, Chair
Presidential Search Committee
Atlantic University
67th Street and Atlantic Avenue
P.O. Box 595
Virginia Beach, VA 23451-0595

Inquiries may be directed to Mr. VanderOne at the above address or by calling (804) 428-1512 or (804) 428-3568, ext. 104.

Applications should include a current and complete resume with the names of three persons who can serve as references.

Review of nominations and applications will begin immediately and continue until a suitable candidate is selected.

Atlantic University is an equal opportunity, affirmative action employer which actively seeks and encourages nominations and expressions of interest from minority and female candidates.

Porter instructors to teach fundamentals of public speaking. M.A. in Speech Communication and transcript indicating satisfactory performance in a public speaking class required. Ph.D. in Speech Communication, experience in teaching public speaking at the university level preferred. The positions are contingent upon funding. Send letters of application, transcript, vita, and three letters of recommendation to Denise Vrochides, Department of Speech Communication, 210 Pearson Hall, Iowa State University, Ames, Iowa 50011. ISU is an AA/EEO employer. Women, minorities and members of other protected groups are encouraged to apply.

Student Activities: Student Activities Director, Northwestern College seeks candidates with a master's degree in student development or a related field, although those with a B.A. and experience beyond graduation will be considered. Responsibilities include supervising Student Activities Council programs such as major contemporary Christian concerts, film series, home weekends and special events, and advising yearbook staff. Other duties may include residence hall supervision, off-campus housing or court management. Send letter of application, transcript, vita, and three letters of recommendation to Denise Vrochides, Department of Speech Communication, 210 Pearson Hall, Iowa State University, Ames, Iowa 50011. ISU is an AA/EEO employer. Women, minorities and members of other protected groups are encouraged to apply.

Student Activities: Director of Student Activities, St. Olaf College, a four-year liberal arts college in Northfield, Minnesota, seeks a college of St. Olaf College. Full-time position to supervise a wide range of student functions including: Student Government, student organizations, programming boards, volunteer services, and budget management. Qualifications: M.A. degree in student personnel or related field and two or more years of experience in student development. Salary commensurate with experience and credentials. Starting date July 1, 1992, or before. Application deadline: May 1, 1992. Send letters of application, resume, and three letters of recommendation to Carol V. Johnson, Vice President of Student Activities, St. Olaf College, Northfield, Minnesota 55057. EO/AAE.

Student Activities: Director of Student Activities, St. Olaf College, a four-year liberal arts college in Northfield, Minnesota, seeks a college of St. Olaf College. Full-time position to supervise a wide range of student functions including: Student Government, student organizations, programming boards, volunteer services, and budget management. Qualifications: M.A. degree in student personnel or related field and two or more years of experience in student development. Salary commensurate with experience and credentials. Starting date July 1, 1992, or before. Application deadline: May 1, 1992. Send letters of application, resume, and three letters of recommendation to Carol V. Johnson, Vice President of Student Activities, St. Olaf College, Northfield, Minnesota 55057. EO/AAE.

Student Services: Child Center manager. Responsible for daily center operations: supervising children; supervising clients; student workers; maintaining records;

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

Executive Director for HealthNet

Available July 1, 1992, administrative head of HealthNet, a Health Sciences Center unit which is dedicated to the use of telecommunication technology and other health care innovation to create improvement in rural health care.

Manage newly formed organizational unit combining techniques of business operations with demonstration project development and collaborate with individuals in health care and academics.

Master's degree required. A Master's or doctorate degree in health care administration or other related field is preferred. Managerial/administrative experience in health-related organization and professional history of development and grant-seeking is desirable. Previous experience in higher education and/or an academic health center is beneficial. Deadline for applications: April 30, 1992.

CONTACT
Teddy L. Langford, R.N., Ph.D., C.N.A.A.
Interim Executive Director, HealthNet
Texas Tech University Health Sciences Center
Lubbock, Texas 79430
or call (806) 743-2738

TTUHC is an equal employment opportunity, affirmative action employer.

EXECUTIVE DIRECTOR

San Francisco State University Foundation, Inc.

The Board of Directors of the San Francisco State University Foundation is seeking an Executive Director. The SFU Foundation, Inc. is an independent incorporated auxiliary organization of San Francisco State University with an annual budget of over \$12,000,000. The Foundation has the mission of 1) engaging in institutional development by fund raising, investment and stewardship of its resources; 2) administering externally funded grants and contracts; and 3) serving as an avenue of public involvement in the University. As the chief administrative officer of the Foundation, the Executive Director is responsible under the direction of the Foundation Board of Directors for financial planning and budget management, administration of over 300 accounts for project managers and principle investigators, oversight of Foundation investments, and development of new ventures which fall within the mission of the Foundation and the University.

Qualifications: Candidates for the position should possess a baccalaureate degree, with a Master's degree in business or public administration preferred. Candidates should have at least five years of progressively responsible experience in financial management of educational or other non-profit, public service organizations. Candidates are expected to have proven outstanding management skills; ability to operate cooperatively and collaboratively in a culturally diverse environment; ability to work effectively with faculty, university administrators and community leaders; and demonstrated ability to lead a comparable organization, preferably in a University setting, during periods of change.

Salary is competitive and commensurate with qualifications. Candidates for the position should send a current resume plus names of at least three current references by May 15, 1992, to Jo Volkert, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132.

SFSU Foundation Inc. is an Equal Opportunity, Affirmative Action Employer.

Teacher/Designer/Technical Director, University of Florida, Ocala, Oregon, an independently governed public University, seeks a highly motivated and experienced academician to build and/or maintain a complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars — every week in The Chronicle.

Teacher/Designer/Technical Director, University of Florida, Ocala, Oregon, an independently governed public University, seeks a highly motivated and experienced academician to build and/or maintain a complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars — every week in The Chronicle.

EAST TEXAS BAPTIST UNIVERSITY

This growing liberal arts Baptist university with the vacancy created by the untimely death of its President, Dr. Robert E. Craig.

Referrals or applications for the office of President should include a current resume, and be addressed by 4/30/92 to:

Search Committee
Attn: E. N. Smith, Jr.
P.O. Box 1315
Marshall, Texas 75671
Tel: (903) 935-5231
Fax: (903) 935-2533



Miami University OXFORD, OHIO

PRESIDENT

The Board of Trustees of Miami University invites nominations, applications, and letters of inquiry for the position of President upon the retirement of President Paul G. Pearson as of December 31, 1992. The President is elected by and serves at the pleasure of the Board of Trustees and is charged with the responsibility of administering the affairs of the University as its chief administrative officer.

Miami University is a state-assisted comprehensive university located in southwestern Ohio. Established in 1809, Miami began collegiate instruction in 1824; since that time, it has grown to an enrollment of more than 20,000 students on four campuses with an annual budget of more than \$215 million. The University awards baccalaureate degrees in about 70 fields, master's degrees in 60, and doctoral degrees in 10 disciplines. The central campus is in Oxford, a small city with a population of 8,500 located thirty-five miles north of Cincinnati and forty-five miles southwest of Dayton. The enrollment on the Oxford campus is limited to 16,000, with approximately 7,000 students living on campus in 38 residence halls. Miami has regional campuses in two nearby cities, Hamilton and Middletown, and a European Center in Luxembourg.

Miami University is a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal arts education with an increasingly strong record of scholarly achievement.

The Board of Trustees and its Special Committee seeks an outstanding individual with a distinguished record of accomplishment, experience, stature and academic understanding to provide effective leadership and management to lead the University into the next century.

Inquiries, nominations, and applications for the position of President are invited and should be directed to:

Special Committee for the Selection of a President
William G. Slover, Secretary to the Board
Office of the Secretary
101 Rousehush Hall
Miami University
Oxford, Ohio 45056
(513) 529-3610

The successful candidate will be expected to assume his or her duties on January 1, 1993 or as soon thereafter as is practical. Applicants should send a resume and statement of interest to Dr. William G. Slover at the address above. Supporting information, including references, will be requested by the Special Committee at the appropriate time. The Special Committee will begin its review and screening of applications on or about May 1, 1992. The search will remain open until the position is filled.

Miami University is an Equal Opportunity, Affirmative Action Employer.

Applications from women and minority candidates are encouraged.

completing with licensure regulations. Supervise, evaluate, train staff; liaison for certification/licensure units. Academic years appointment, \$21,000. Begin August 3, 1992. Requires master's in education (preferably early childhood emphasis); day care supervision, program development experience. Send application letter, resume, and three letters of recommendation to: Denise Vrochides, Department of Speech Communication, 210 Pearson Hall, Iowa State University, Ames, Iowa 50011. ISU is an AA/EEO employer. Women, minorities and members of other protected groups are encouraged to apply.

Teacher/Designer/Technical Director, University of Florida, Ocala, Oregon, an independently governed public University, seeks a highly motivated and experienced academician to build and/or maintain a complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars — every week in The Chronicle.

Teacher/Designer/Technical Director, University of Florida, Ocala, Oregon, an independently governed public University, seeks a highly motivated and experienced academician to build and/or maintain a complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars — every week in The Chronicle.

Teacher/Designer/Technical Director, University of Florida, Ocala, Oregon, an independently governed public University, seeks a highly motivated and experienced academician to build and/or maintain a complete list of the latest government grants, foundation grants, and private gifts to colleges and scholars — every week in The Chronicle.



PRESIDENT

Louisburg College

Louisburg, North Carolina

The Oldest Chartered Two-Year, Church-Related, Coeducational College in the Nation

The Board of Trustees of Louisburg College invites applications and nominations for the position of President.

Situated in the historic district of Louisburg and located in the northeast piedmont about 30 miles from the state capital, Louisburg College is the coeducational junior college of the North Carolina Conference of the United Methodist Church. With a 41-member faculty and a student enrollment of 662 FTE, Louisburg College offers curriculum for the Associate in Arts, the Associate in Science, and Business programs.

The primary mission of Louisburg College is to provide opportunity, individual attention, and solid academic preparation to students, making the transition from high school to a four-year college. The size of the college is conducive to individualized instruction and to a greater sense of an inter-related college community. Louisburg College celebrated its bicentennial in 1987; its association with the United Methodist Church has existed for over eighty years. The college experienced significant physical expansion during the 1980's, including construction of a noteworthy center for the performing arts.

Candidates for President of Louisburg College must have an earned doctorate or appropriate experience that provides equivalent strength; a commitment to student-centered higher education; and essential leadership and communication skills to effectively guide the institution as it enters its third century of service. A more complete statement of desirable leadership qualities is available to interested parties.

Applicants should send a current resume and a letter expressing their interest and qualifications. Review of applications will begin immediately and will continue until a suitable candidate is found. Inquiries, nominations, and applications should be sent to: Dr. Wallace H. Kirby, Chair, Presidential Search Committee, Louisburg College, 501 N. Main Street, Louisburg, NC 27549.

Louisburg College is fully accredited by the Southern Association of Colleges and Schools. Louisburg College is an equal opportunity employer.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

Valdez, Alaska

CAMPUS PRESIDENT

The University of Alaska Anchorage (UAA) is currently accepting applications and/or nominations for the position of Prince William Sound Community College (PWSCC) President. Reporting to the Chancellor of UAA, this position is responsible for planning, development, and management of PWSCC. The President provides leadership in academic and institutional development and delivery of services for Prince William Sound and Copper Basin regions.

Prince William Sound Community College, part of the University of Alaska Statewide System, has its main campus in the historic community of Valdez with extensions in Cordova and the Copper Basin. Located in Southeast Alaska, PWSCC serves a geographic area of more than 44,000 square miles. The college's curriculum includes liberal arts, general education, vocational education, adult basic education, general education development testing services, self-improvement courses and seminars.

A complete position description may be obtained from the University of Alaska Anchorage Personnel Services Office.

Review of applications will begin May 1, 1992 and continue until the position is filled. Submit letter of application, including statement of educational philosophy, comprehensive resume and names, addresses and phone numbers of the professional references to: University of Alaska Anchorage, Personnel Services Office, 3890 University Lake Drive, Anchorage, AK 99508; telephone: (907) 786-4608; FAX: (907) 786-4727.

UAA is an AA/EEO Employer and Educational Institution.

University of Montana, Missoula, Montana 59812. (Pending funding.) AA/EEO/DFWAA.
Theology Barry University, the oldest and largest Catholic university in Florida, invites applications for the position of Assistant Professor of Theology. The successful candidate should hold an earned doctorate in Theology, with a specialization in sacramental theology and a pure general area of teaching competence in history of Christianity. Some teaching experience and publications are expected. Salary will be dependent upon the candidate's qualifications. Applications by candidates from the Roman Catholic tradition will receive preference. Please send applications (including a complete vita and three letters of recommendation), by April 10, 1992, to: Dr. Laura Annesta, Dept. of Arts and Sciences, Barry University, 11500 Northeast Second Avenue, Miami Shores, Florida 33146-6691. EO/EE.

Theology/Tech. Assistant Professor (Liaison Designer), University of Montana, Missoula, Montana 59812. (Pending funding.) AA/EEO/DFWAA.
Review will begin May 15 and continue until the position is filled. Completed application (including letter of application and resume) must include: letter of application and resume; three letters of recommendation (including one from a supervisor); an official transcript for terminal degree held by applicant. Send to: Department of Drama/Theatre, University of Montana, Missoula, Montana 59812. (Pending funding.) AA/EEO/DFWAA.

Theology/Tech. Assistant Professor (Liaison Designer), University of Montana, Missoula, Montana 59812. (Pending funding.) AA/EEO/DFWAA.
Review will begin May 15 and continue until the position is filled. Completed application (including letter of application and resume) must include: letter of application and resume; three letters of recommendation (including one from a supervisor); an official transcript for terminal degree held by applicant. Send to: Department of Drama/Theatre, University of Montana, Missoula, Montana 59812. (Pending funding.) AA/EEO/DFWAA.

PRESIDENT

Pines Technical College

Pine Bluff, Arkansas

The board of trustees of Pines Technical College invites applications and nominations for the position of President.

Pines, a newly established two-year public college, is located in South-east Arkansas and serves some 200,000 residents in an industrial, agricultural economy.

The president, as the chief executive officer, reports directly to the board. The college seeks a dynamic, educational leader who will articulate the mission and lead the setting of the direction for this newly established college.

Desired criteria:
• An earned doctorate is preferred, with a Master's degree required.
• Commitment to the comprehensive community college concept of vocational, technical, liberal arts, developmental and community education and services.
• Evidence of successful teaching or other significant experience which demonstrates an understanding of the teaching/learning process.
• Ability to lead in the decision-making process to foster a common sense of purpose throughout the college.
• Minimum of four years' administrative experience at the college level.
• Ability to relate well within an urban, multi-ethnic, multi-cultural community.

Application Procedure:
This position is available now. Nominations and applications must be received by June 1, 1992 to receive consideration. A letter of application, detailed resume and at least three references should be submitted to:

Chair, Search Committee
Pines Technical College
2220 West 18th Avenue
Pine Bluff, Arkansas 71603

Pines Technical College is an equal opportunity employer.

PRESIDENT

New Brunswick Theological Seminary

The trustees of NBTS invite nominations and applications for the position of President. Founded in 1784, NBTS is an institution of the Reformed Church in America and is located in the midst of Rutgers University, 35 miles from New York City. Its multi-ethnic, ecumenical student body of about 180 students are prepared in day and evening classes on campuses at New Brunswick and at St. John's University, Queens, NY. The M.Div., M.A. in Theology, and Th.M. in Pastoral Care degrees are granted. Nominations and applications, including a complete vita and letter of interest, shall be submitted no later than June 1, 1992 to: The Rev. Charles Morris, Chair, Presidential Search Committee, NBTS, 17 Seminary Place, New Brunswick, NJ 08901-1196.

Executive Director

Conrad Blucher Institute for Surveying and Science

Nominations and applications are being accepted for the position of Executive Director of the Conrad Blucher Institute for Surveying and Science.

The Conrad Blucher Institute is supported by a combination of a fully-funded endowment and various contracts and grants. The Institute's mission is to support (primarily applied) research in the earth and related sciences; to improve all educational opportunities in the surveying profession and to encourage public education in math and science. The Executive Director reports directly to the Dean of the College of Science and Technology.

Corpus Christi State University is a campus of The Texas A&M University system. The University will undergo major change and development over the next five years. Legislation has been enacted that will move the university from an upper division institution (junior, senior and graduate students) to a traditional, four year, doctoral granting university. The University has an island campus that is located in Corpus Christi Bay. The city of Corpus Christi has a population of 300,000 and enjoys a semi-tropical climate. The surrounding region presents a challenging arena of oil and gas production, a major petroleum related port, a sensitive natural environment and a destination point for tourists.

Qualifications for the position include:

1. An educational background in the earth, or related sciences; an earned doctorate and eligibility for faculty rank in the College of Science and Technology is preferred;
2. The ability to interact and maintain relations with governmental and institutional officials in seeking grants, contracts, cooperative projects and other agreements;
3. The ability to carry out traditional academic and administrative duties in an environment that involves professional surveys, scientists from various disciplines and offices or others within the College, the University, The Texas A&M University System and government;
4. A proven record in sponsored research and experience in teaching is also preferred.

Compensation for the Executive Director is competitive with that of department chairs or senior research positions. Faculty rank, if applicable, is negotiable.

If further information is needed concerning the duties of the Executive Director, contact Dr. John Richards, the interim director, at the University address below.

Applicants should include a vita and three references. The position will remain open until filled. Please send nominations and applications to:

Dr. John M. Richards
Chair, Search Committee
Corpus Christi State University
6300 Ocean Drive, Corpus Christi, Texas 78412

Corpus Christi State University

A Campus of The Texas A&M University System
CCSU is an Equal Opportunity, Affirmative Action Employer

Classified Advertising Insertion Order

☐ Display Classified ☐ Regular Classified

Column(s) x _____ inches or Alphabetical Listing _____

Date(s) of Insertion _____

Alternate insertion date(s) _____

☐ Payment enclosed ☐ Bill to address below: ☐ Assign box number _____

Name _____ Title _____

Institution or company _____

Street Address or P.O. Box # _____

City _____ State _____ Zip Code _____

Purchase Order No. _____

Contact person _____ Telephone number _____

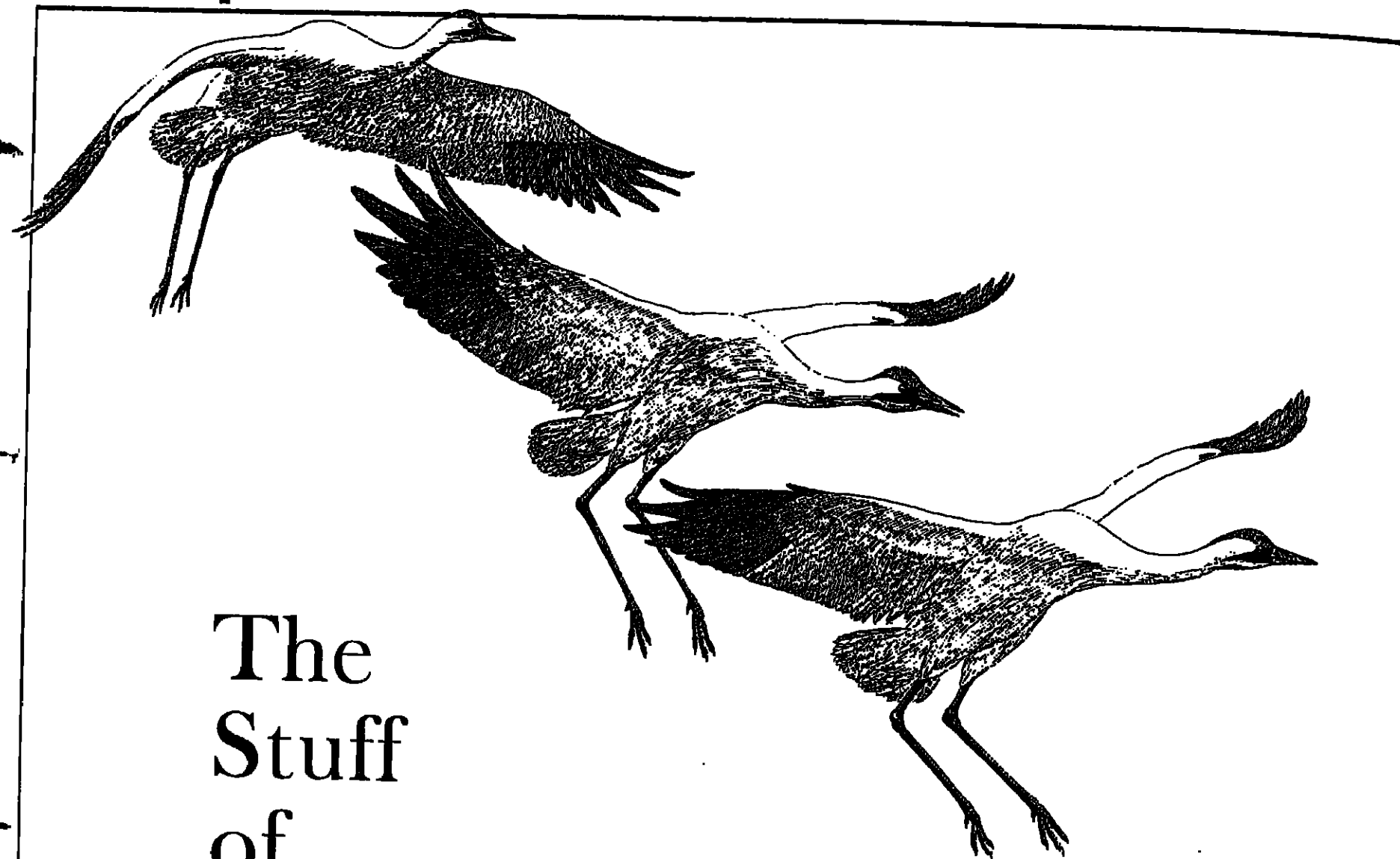
Special Instructions: _____

Attach ad copy and any required billing forms

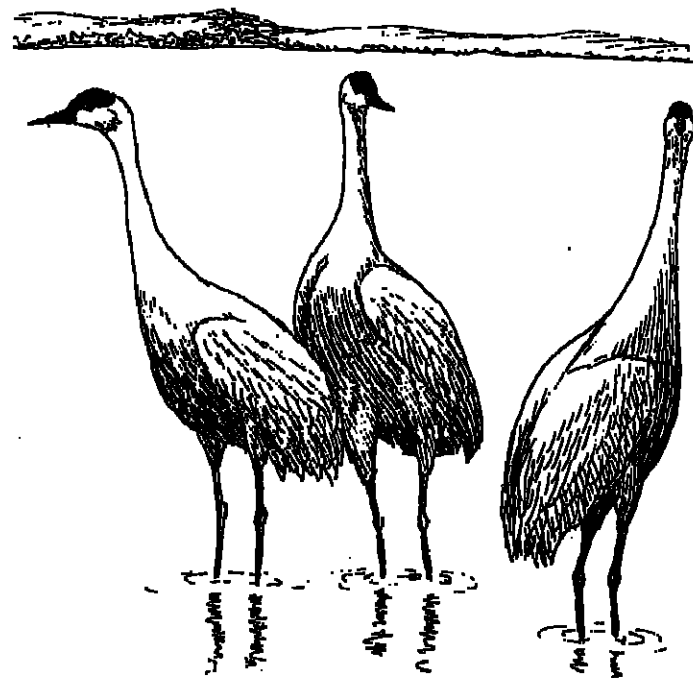
Please send to:

The Chronicle of Higher Education
Bulletin Board
1255 Twenty-Third Street, N.W.
Suite 700
Washington, D.C. 20037

End Paper



The Stuff of Magic



CRANES ARE THE STUFF OF MAGIC, whose voices penetrate the atmosphere of the world's wilderness areas, from Arctic tundra to the South African veld, and whose footprints have been left on the wetlands of the world for the past 60 million years or more. They have served as models for human tribal dances in places as remote as the Aegean, Australia, and Siberia. Whistles made from their wing bones have given courage to Crow and Cheyenne warriors of the North American Great Plains, who ritually blew on them as they rode into battle. These birds' wariness, gregariousness, and regularity of migratory movements have stirred the hearts of people as far back as medieval times and probably long before, and their sagacity and complex social behavior have provided the basis for folklore and myths on several continents. Their large size and humanlike appearance have perhaps been a major reason why we have so often been in awe of cranes, and why we have tended to bestow so many human attributes upon them.

Cranes have also provided the basis for a surprising number of English words that we no longer associate with them. The Greek word for cranes, *geranos* (or *gereunos*), apparently was based on the myth that cranes constantly wage warfare on a tribe of Pygmies, the ruler of whom was named Gerania and had been transformed into a crane by Juno and Diana for neglecting the gods. (A similar myth in India refers to warfare between dwarfs and the fabulous garuda bird.) The geranium plant is so named because of the similarity of the long and pointed seed capsule to a crane's bill. The Romans referred to the cranes as *grues*, apparently from the sound of their calls. The related Latin word *congruere*, meaning to agree, is the basis for the modern English word "congruence," and both derive from the highly coordinated and cooperative behavior typical of cranes. Likewise, "pedigree" is derived from the French *pie de grue*, meaning "foot of a crane," and is based on the characteristic branching pattern of a genealogy. Finally, "hoodwinking" is derived from the practice of sewing shut the eyes of captured cranes in order that they can be more readily tamed and fattened for the pot.

The text and illustrations above are by Paul A. Johnsgard, professor of biological sciences at the University of Nebraska. They are from Crane Music: A Natural History of American Cranes. Copyright © 1991 the Smithsonian Institution Press.

Government & Politics

House Dashes Hopes of 'Peace Dividend' for Colleges

Continued From Page A25

overwhelming support that both houses of Congress had shown for bills reauthorizing the Higher Education Act. But the failure to take down the so-called spending walls made it clear that lawmakers would have little money for increases in student aid.

College lobbyists conceded last week that they would have to lower their sights and seek a maximum Pell Grant of \$2,800 for academic 1993-94, up from the current \$2,400. That figure is well below the \$3,600 that the Senate proposed in its reauthorization bill or the \$4,500 in the House bill.

Even \$2,800 seemed optimistic last week after Congressional sources said that the Education Department was preparing to announce a major shortage of Pell Grant funds for academic 1992-93. The sources said Administration officials had indicated that the \$5.5-billion appropriated for fiscal 1992 could be more than \$1-billion short of the expected demand in 1992-93.

Confusion Over a Shortfall

It was not clear whether the \$1-billion included, or was in excess of, a \$332-million shortfall that President Bush sought financing for in his January budget request.

An Education Department spokeswoman said last week that she could not confirm reports of the shortfall. The spokeswoman, who cited a department policy in requesting anonymity, said officials were standing by their request for \$332-million and were continuing to analyze data concerning demand for Pell Grants.

If Congress does not allocate 1993 funds to eliminate the shortfall, the Education Department would be forced to end grants this fall for the least-needy Pell Grant recipients, starting with those who get \$200 and possibly including those who receive \$400 or more. More than a million others could have their grants reduced.

College Lobbyists Glum

Many observers expect Congress to find the \$1-billion, or a substantial portion of it, to enable students to get their full grants in the fall. But the lawmakers would then be unable to provide much of an increase for 1993-94. They also would have trouble finding money for several programs created in the reauthorization that are intended to encourage more schoolchildren to attend college and to reward needy students who excel.

College lobbyists and student leaders were glum last week. Many had viewed the effort to allow transfers from the military to domestic accounts as their last hope for raising education spending in fiscal 1993, and the reports of the Pell Grant shortfall made matters worse.

"It's as close to a worst-case scenario as we can get, given the expectations we had for these programs," said Edward M. Elmen-dorf, vice-president for governmental relations at the American Association of State Colleges and Universities.

If the changes in spending limits had been approved, the House was prepared to proceed with a plan to add \$3.7-billion to the Education Department's "discretionary" spending, which is now \$22.6-billion. Discretionary spending does not include "entitlements," such as the student-loan programs.

The Bush Administration, which opposed transfers between military and domestic accounts, has proposed a \$1.6-billion increase in discretionary spending.

The defeat, however, left the House supporting a fallback plan that would increase the Education Department's discretionary budget by \$1.7-billion. Even that figure is

not concrete, however, because the Senate has not agreed to the spending plan and Appropriations Committees in both houses are not required to follow the blueprints.

Spirited Debate

The debate over taking down the spending walls was spirited.

"Our economic competitors are clobbering our brains out in manufacturing and trade, and we're debating whether it makes sense to spend a little more money educating the next generation, insuring a healthy work force, rebuilding our infrastructure, and discovering new technologies," said Rep. John Conyers, Jr., Democrat of Michi-

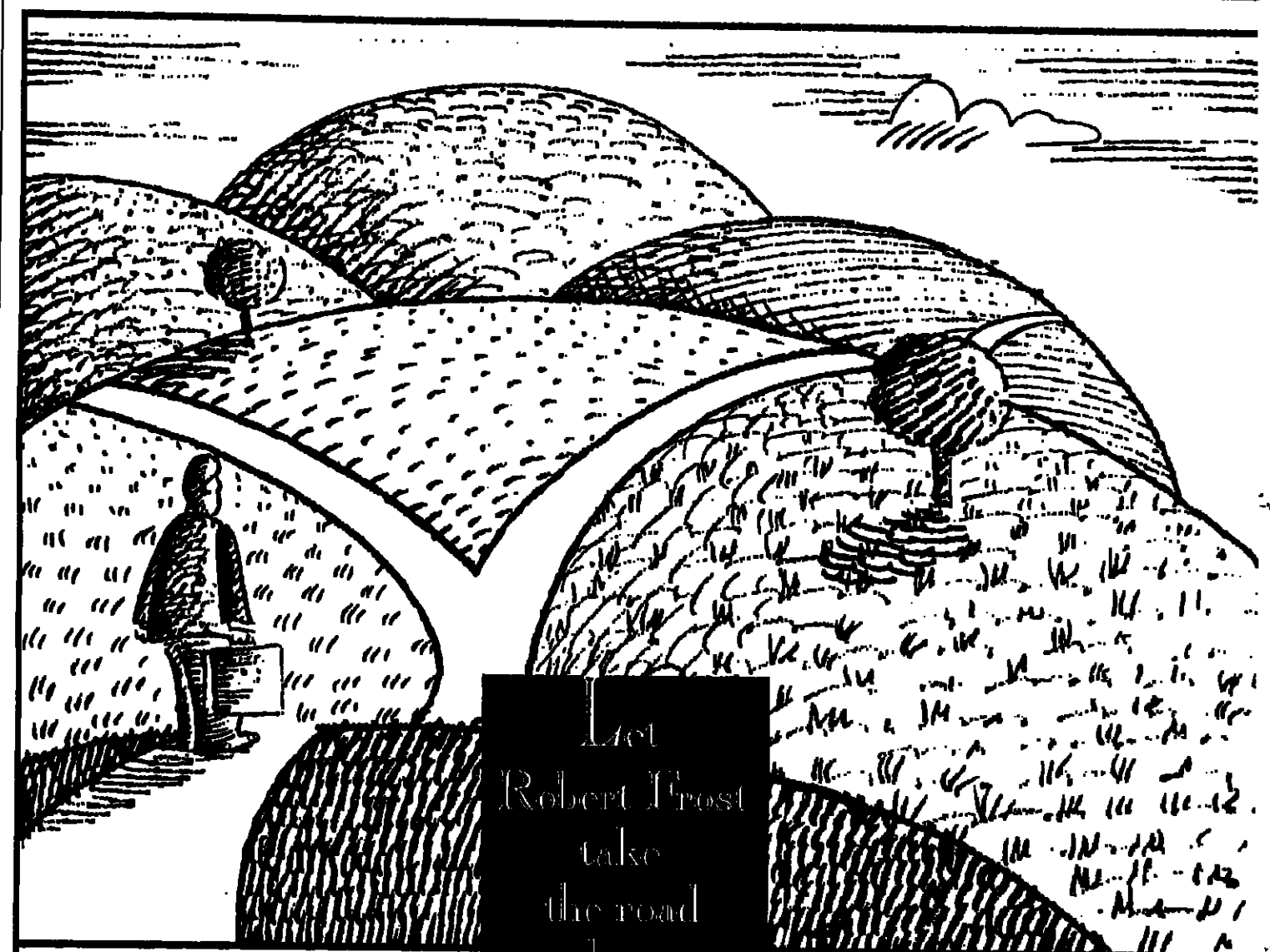
gan and the chief sponsor of the legislation.

Rep. David R. Obey, Democrat of Wisconsin, cited the higher-education bill in appealing to his colleagues to create a peace dividend. He said their earlier 365-to-3 vote in favor of college programs would be "a fraud" if they could not give students more grants and loans. "You cannot help them with just promises," he said. "You have to have money."

Opposition to taking down the walls between government accounts came from Republicans and many conservative and moderate Democrats. The measure faced a veto from President Bush, who argued that cuts in the Defense Department's budget should be used to reduce the \$400-billion deficit.

A similar bill in the Senate became bogged down by a filibuster last month that was sustained by Republicans and conservative Democrats. The measure fell 16 votes shy of the 60 needed to begin debate on the bill.

Sen. Jim Sasser, the Tennessee Democrat who sponsored the legislation, argued in vain for his colleagues to allow a vote on the bill. "Let us take down this arbitrary wall 12 months earlier, and let the elected representatives of the people—the U.S. Senators—decide by a majority vote whether they want to build an aircraft carrier or put additional funds into giving young people the opportunity to get a college education," he said. "Just let us have a chance to decide those issues."



Let
Robert Frost
take
the road
less
traveled.

He was after solitude. You want solutions. And you'll find them on the road that IA is traveling. We are at the forefront of mainstream, proven technology, delivering solutions that directly support successful institutional strategies.

Our singular focus on your needs is

sharpened by the insights of professionals with more higher education administrative experience than anyone else in our industry.

That's why, today, nearly 600 institutions, 600,000 administrators and faculty, and 4,500,000 students are

traveling with us on a clear and steady migration path.

So if you're searching for higher education information solutions and you've reached a fork in the road, call IA at 716-467-7740. We can make all the difference.

INFORMATION ASSOCIATES®
A subsidiary of Dun & Bradstreet Software

The value of expertise.

Stop by and visit Information Associates at the SACUBO Conference, Booth #23, April 12-14.

In Her First Year, NIH Director Moves Swiftly on Planning and Women's Health but Finds She Can't Avoid Controversy

By STEPHEN BURD
and DAVID L. WHEELER

BETHESDA, MD. Bernadine P. Healy remembers being "just a fly on the wall" as she watched David Stockman, President Reagan's budget director, prepare the Administration's 1986 budget request for the Department of Health and Human Services. Dr. Healy, who was deputy director of the Office of Science and Technology Policy at the time, remembers: "Mr. Stockman was going right down the budget, saying, 'Oh, there's a school-milk program, and then there's a vaccine program, and then there's this program, and then there's the National Institutes of Health budget,' and it was almost as if the NIH was just another line item in the Department of Health and Human Services' budget."

Now about to complete her first year as director of the NIH, Dr. Healy is trying to make sure no one takes the agency for granted. When government and academic officials meet to set biomedical-research policy now, they never mistake Dr. Healy for a fly on the wall.

Drafting a 'Strategic Plan'

In her first year she has strengthened the office of the director, started to draft a "strategic plan" that is supposed to create a detailed, coherent vision of the NIH's future, and begun work on one of the most ambitious scientific studies the NIH has sponsored: the Women's Health Initiative. The 14-year, \$500-million project is in-



Bernadine P. Healy: "There is not a single issue I don't discuss before making a decision. I respect a different point of view, and if I think it is right, I will change my mind."

tended to cover all aspects of women's health.

Meanwhile, however, Dr. Healy has been criticized for failing to deal aggressively enough with conflicts of interest and fraud in work supported by the NIH.

She has also failed to persuade key senior Administration officials

to provide the money she believes the NIH needs to proceed with certain controversial research projects. In addition, some activists assert that she has not played enough of a leadership role on AIDS issues.

Dr. Healy, a cardiologist, came to the NIH from the Cleveland Clin-

ic Foundation, where she headed the foundation's research arm for six years.

Many scientists and biomedical research lobbyists say that Dr. Healy, with her energy and outspoken style, is well suited to direct an agency that, with an \$8.9 billion budget this year, sponsors more

Senate Votes to Lift Administration's Ban on Research Using Fetal Tissue

Continued From Page A25

tion and maintenance of research facilities. It would make permanent an Office of Research on Women's Health in the office of the NIH director.

Most of last week's Senate debate, however, centered on the part of the bill lifting the ban on fetal-tissue transplantation.

The Bush Administration imposed the ban in 1989, arguing that the research would encourage more women to seek abortions. Opponents of the ban say that transplantation of fetal tissue obtained from abortions could be important in developing treatments for a variety of afflictions, including Alzheimer's disease, juvenile diabetes, and Parkinson's disease.

Hatch Amendment Loses

The key vote in the debate came on an amendment by Sen. Orrin Hatch of Utah, the ranking Republican on the Senate Committee on Labor and Human Resources, that would have continued the Administration's ban. The amendment, which was defeated by a vote of 77 to 23, would have allowed federal support for research to be conducted with tissue obtained only from ectopic pregnancies and miscarriages.

The Hatch amendment would have directed the Secretary of Health and Human Services to es-

tablish a tissue bank of fetal tissue from ectopic pregnancies and spontaneous abortions. In addition, it would have directed the Secretary to study the adequacy in terms of quality and quantity of tissue from these sources.

Senator Hatch told his colleagues that if they did not adopt his amendment, they would face a "highly charged debate" over abortion as well as a veto by the President. "I want fetal-tissue research to continue, and I want it to be outside of this awful abortion debate that rages up and down America," he said. "And I believe the only way to do it is in a way that enhances fetal-tissue research while moving it outside of the polarized viewpoints of many people."

Acknowledging that much of the fetal tissue from miscarriages and ectopic pregnancies was "damaged," Mr. Hatch cited studies that he said proved there is "enough tissue from those two sources to meet our research needs in this country."

Sen. Edward M. Kennedy, the Massachusetts Democrat, disagreed. "The overwhelming body of scientific information indicates that there is not sufficient material that is appropriate and that can be utilized," he said. "I would say that if all this material were available, there would be fetal trans-

plantation taking place today. The fact is that there is not."

Mr. Kennedy said that overturning the Administration's ban was important because it would "offer a very important opportunity for progress in the areas that afflict millions of Americans."

Anti-Abortion Senators

Key support for defeating Senator Hatch's amendment and overturning the ban came from anti-abortion Senators who said they were satisfied with safeguards placed in the bill to assure that women would not seek abortions to support fetal-tissue research.

Sen. Mark O. Hatfield, a Republican from Oregon, worked behind the scenes before the bill reached the Senate floor to persuade supporters of the legislation to add additional safeguards, including a provision that would prohibit the physician or researcher from altering the abortion procedure solely for research purposes.

"I stand here today as one who is unabashedly pro-life," said Senator Hatfield. "I strongly believe that allowing fetal-tissue research is a pro-life position."

Another strong Republican supporter was Sen. Strom Thurmond, a South Carolina Republican and an outspoken critic of abortion, who has a daughter who is diabetic. "After careful analysis," he said,

Fetal Tissue

"I determined that fetal-tissue transplantation research should not be lumped together with the debate about abortion."

During the debate over whether the NIH should support controversial behavioral and social research, Senators dealt with two competing amendments. The one by Mr. Helms, prohibiting the Secretary from lifting the ban on the adult and teen surveys of sexuality, passed 51 to 46.

The other was presented by Sen. Paul Simon, Democrat of Illinois. It stated that the NIH could proceed with human-sexual-behavior research only after the research proposal had been reviewed and approved by a local ethical review board located at the university at which the study was being conducted, by a NIH peer-review panel, and by the director of the appropriate NIH institute.

The Secretary would be required to support the study if he found that the information obtained would reduce the incidence of sexually transmitted diseases, including AIDS, and would improve reproductive health. The amendment passed 57 to 40.

A Senate source said that even though the Helms amendment barred the two surveys, the Simon amendment "clears the way for other behavioral and social research to take place."

Government & Politics

university research than any other federal agency. "Dr. Healy has brought a dynamic sense of leadership," says Myron Genel, associate director of government and community affairs at the Yale University School of Medicine.

Robert J. Cousins, president of the Federation of American Societies for Experimental Biology, professor of nutrition at the University of Florida, says: "I've shown that you can have an important position in Washington and still have a mind. She's more able to the working scientist. A lot of people higher up in the administration."

Some Are Suspicious

But Dr. Healy's agenda and style are viewed suspiciously by some quarters. Some scientific administrators fear that she is trying to exert too much control over the policies that govern research.

"On the one hand, we really see she is going to be a very leader," says the president of the Association of Academic Health Centers, Roger J. Bulger. "I like all people, we get now when we think she's going faster than we know how to go."

Dr. Bulger says, for example, that many academic leaders are surprised by Dr. Healy's desire to try to patent genes identical to NIH researchers.

Some suggest that Dr. Healy's single-minded determination prevents her from listening to others. As one biomedical-research lobbyist who wishes to remain anonymous says, "She has created an impression that she cannot be argued with or challenged, and her positions are locked in."

An aide to a Congressional oversight committee compares Dr. Healy's attitude to that of military officers when they are hauled before lawmakers for inappropriate behavior. "She's very positive, very nice, and very wrong," the aide says about the way Dr. Healy has managed the Office of Scientific Integrity, which investigates scientific fraud in biomedical research.

In an interview, Dr. Healy rejects the portrait of her as headstrong and isolated. "There is not a single issue I don't bring to my staff

"We're all glad to see she is going to be a visible leader. But we get nervous when we think she's going faster than we know how to go."

and discuss before making a decision," she says. "I respect a different point of view, and if I think it is right, I will change my mind."

Dr. Healy succeeded last year when she was named director of the NIH after seven years as director of the National Cancer Institute. William F. Raub served as Acting Director while the Administration searched for a replacement. Dr. Healy's supporters say she came to the NIH with a strong sense of an agency reeling from tight budgets, increasing external scrutiny, and a general lack of direction. A long-time biomedical-research

Government & Politics

lobbyist says: "I can't think of any NIH director who took office in such a difficult time, with pressures from the Hill on financial plans, the dollars being the shortest they have ever been, changes going on internally, and pressure from Dingell" over scientific-fraud investigations. Rep. John D. Dingell, a Democrat from Michigan, is chairman of the Oversight and Investigations Subcommittee of the House Energy and Commerce Committee, which has authority over the NIH. "Some people less than she may have said 'the hell with it,' and left," the lobbyist says.

Dr. Healy admits that her first year has been difficult.

One of her chief frustrations has been the tight NIH budget. The Administration has asked for a 4.9-percent increase for the agency for fiscal 1993, which would support fewer new grants in 1993 than in 1992.

In part to justify future budget increases, Dr. Healy has spearheaded a campaign to develop the agency's first strategic plan, which will spell out the importance of the NIH to the nation's health and economy.

'Something Inspiring'

Dr. Healy says the plan will serve as "a vehicle that will help us articulate to the Administration that we are more than an entitlement agency, that we are not just coming forward asking for 5,000 or 6,000 grants or X amount of money, but, in fact, we are coming forward with something inspiring."

While scientists praise Dr. Healy for trying to create a plan for the NIH, her work on that project has alarmed some in the Administration. Officials in the Department of Health and Human Services and the White House Office of Management and Budget reportedly made Dr. Healy scale back the plan from a 600-page detailed report—with budget figures included—to a vague 15-page "framework" without any budget figures. Dr. Healy plays down the disagreement, saying that the revision was necessary to convince scientists that they would be consulted before the plan was completed.

Another area of controversy for Dr. Healy has been the issue of scientific fraud. She has been struggling to clamp down on the leaking of draft reports from the Office of Scientific Integrity. In at least three instances, the office's draft reports were leaked to reporters before investigations had been concluded.

With the help of the Public Health Service, Dr. Healy is trying to get the investigative office's documents covered by the same federal privacy laws that govern medical records. That would mean anyone who compromised the confidentiality of investigative records would be committing a crime.

Confrontation on the Hill

Dr. Healy adds that when investigations are completed and a scientist has been found to have committed research fraud, the finding should be made public.

What Dr. Healy portrayed as an attempt at tightening control of the integrity office's records led to a confrontation with Representative

Dingell. At an October hearing, Mr. Dingell contended that Dr. Healy was clamping down because she herself was under suspicion for her handling of a fraud case at the Cleveland Clinic. In opening the hearing, Representative Dingell made a blunt threat that Dr. Healy's job was on the line.

Dr. Healy countered that the charges were preposterous. She had determined, she told Mr. Dingell, that a first investigation at the clinic had been inadequate and that she had started a second one. In the case, a Cleveland Clinic biochemist allegedly made false statements on a \$1.2-million NIH grant application.

'Babe in the Woods'

Dr. Healy now says she was a "babe in the woods" at that hearing. She says she has since added a lawyer to the NIH staff and given a deputy director the responsibility for supervising the integrity office so she will not be consumed by the fraud issue.

"I should probably have a constructive relationship with the oversight committee," she says, "and I will continue to try to do that, but NIH is much more than the issues of that committee."

There are others in Congress who are impatient with the failure of the institutes to come up with a plan for managing conflicts of interest in federally supported biomedical research. It has been more

"She has not been very vocal about AIDS research. She is politically ambitious and the AIDS area is seen as an insoluble morass."

than two years since the Secretary of Health and Human Services, Louis W. Sullivan, rejected proposed conflict-of-interest guidelines that scientists said were too restrictive.

Dr. Healy says an internal NIH proposal, prepared for her last spring, focused exclusively on clinical trials; she believes broader rules are needed. She says she will seek the support of Dr. Sullivan before going public with any new proposals: "We can't afford to mess up a second time."

Some Apprehension

At the universities, administrators are apprehensive about Dr. Healy's position on indirect costs, the portion of research grants that pays for university overhead. Dr. Healy, who was appointed just as Representative Dingell was beginning to grill Stanford University administrators about the expenses they were charging to the government, says some changes will be made in NIH's indirect-cost rules.

"I'm not sure the NIH system can bear, through indirect costs, to rebuild the campuses of America," she says.

"That doesn't mean that we don't have the responsibility for some component of infrastructure renewal," she adds. "But right now there are no bounds on it."

Dr. Healy says that the govern-

ment plays no role in the decisions that universities make to put up new research buildings, but that it always winds up paying for them through indirect costs no matter how expensive they are.

'Politically Ambitious'

There is also some dissatisfaction with the way the director has handled two other volatile issues: AIDS and fetal-tissue research. Some scientists and health-policy experts say Dr. Healy hasn't done enough to challenge the Administration's opposition to research using fetal-transplant tissue and to research on sexuality. Many scientists believe fetal-tissue research holds promise in treating patients with such diseases as diabetes, Parkinson's, and Alzheimer's and that research on sexual behavior is essential to stop the spread of AIDS.

"She has not been very vocal about AIDS research," says Mark Harrington, a member of Act Up, an AIDS activist group. "She is politically ambitious, and the AIDS area is seen as an insoluble morass."

Others say that she has done as much as she can, without jeopardizing her job, to express her opposition to the Administration's bans on fetal-tissue transplantation from abortions and on surveys of sexuality. Judy Auerbach, the associate director of government affairs at the Consortium of Social Science Associations, says: "In order to keep her job and do the things she perceives as important for the NIH, and live up to her ambitions, she will have to—at times—do the political thing."

Dr. Healy says it would be "irresponsible" of her to take actions that diverge from Administration policy on certain issues. "When I become an agency head and a public servant, I have to understand I am a guest in someone else's living room," Dr. Healy says. "If I don't like a rule, through the proper channels I might express it, but ultimately if I am told this is the law, I must follow it."

Solid Backing

In some areas, most notably women's-health research, Dr. Healy has been able to move the NIH with solid backing from scientists and lawmakers. In addition to starting the Women's Health Initiative, she has pushed for spending increases for research on breast cancer, ovarian cancer, and other diseases that strike women.

"She came in and caught the ball in the air," says a Congressional aide working on women's-health issues.

Dr. Healy's own experiences point to the problems some women face in science. When she was one of the 10 women in her class at Harvard University's medical school, she says she often was scolded by male classmates for stealing "a coveted spot" from a qualified man.

For now, Dr. Healy says she hopes to stay for some time in one of the most visible positions in medicine. "I can't do my job unless I'm here for a period of time, because you can't shake things up and then walk away," she says. "If you go in and shake things up, you better stick it out and make sure you tidy them up, too."

WASHINGTON UPDATE

■ Council plans to study health of universities

■ EPA hopes to award more research grants

■ Education Dept. may be liable for loans

The President's Council of Advisers on Science and Technology is studying the health of colleges and universities.

In announcing the project last week, D. Allan Bromley, the President's chief adviser for science and technology, said the environment for universities, especially for research universities, "has changed dramatically" since 1986, the last time a panel of Presidential advisers focused on the issue.

Mr. Bromley said the council had decided that it was time to take a new look "at the entire interface" between the federal government and the university research community.

The focus of the study will be on academic science and technology, he said, but it will consider them in the context of universities and colleges over all.

David Packard, chairman of the board of the Hewlett-Packard Company, will serve as chairman of the project. He also chaired the panel that conducted the 1986 study. Harold T. Shapiro, president of Princeton University, will be vice-chairman.

A group of top federal officials that coordinates research on important issues that involve several agencies will also be part of the study. David T. Kearns, Deputy Secretary of Education, will chair the agencies' part of the study.

Mr. Bromley said the council hoped to issue its report on universities by December.

—COLLEEN CORDES

The Environmental Protection Agency has announced plans that it hopes will substantially strengthen the science base for its policies, including a goal of eventually increasing from 200 to 500 the number of research grants it awards.

In written testimony to Congress last month, William K. Reilly, administrator of the EPA, said he was making the changes partly in response to the recommendations in a new report.

The report found that his agency lacked "a coherent science agenda" and an operating plan that would allow it to solicit and use the best available scientific information and advice.

The report to the EPA was written by four academic experts on environmental science who were appointed by Mr. Reilly. They concluded that the agency "lacks the critical mass" of prominent scientists it needs to make its science "generally credible to the wider scientific community."

Mr. Reilly said the group's

findings had reinforced his belief that the EPA "must become a premier science agency."

He added that the agency wanted "to increase the involvement of the academic community in EPA science."

To do so, it will reduce the number of contracts it awards without competition and increase the number of competitive grants. And it will set goals "for far greater direct involvement of university scientists in science efforts."

Its new goal of 500 grants would mean that spending on grants would go up, "over time," from about \$23-million to \$50-million a year. The agency will also take the following steps to improve its science base:

■ Recruit several research scientists or engineers "with world-class reputations."

■ Establish a uniform policy on peer review requiring "independent, external review" of all major scientific studies and encouraging external advice in the planning of studies.

■ Take the lead in working with federal agencies and scientists from academe and industry to draw up a "National Environmental Research Agenda."

Copies of the report to the EPA, "Safeguarding the Future: Credible Science, Credible Decisions," Publication No. 600/9-91/050, may be ordered from the EPA's Center for Environmental Research Information, 26 W. Martin Luther King Drive, Cincinnati 45268. —C.C.

A federal judge has ruled that the Education Department and bankers may be liable for loans made to students at a trade school.

Students of the former Culinary School of Washington claim that they should not be responsible for repaying their loans because the owners of the school defrauded them.

The students say the Education Department, guarantee agencies, and banks should be responsible for the debts because they should have known about problems at the culinary school.

In a preliminary ruling, Judge Charles Richey of the U.S. District Court for the District of Columbia said the case should proceed to trial.

Bankers are concerned that the lawsuit threatens to increase their financial risk on student loans. Some students and college officials worry that a final decision in the case could make bankers reluctant to lend to students who attend institutions that are perceived to be of lesser quality.

—THOMAS J. DELLOUGHRY

Your Window On Academe



NEW YORK UNIVERSITY; PHOTOGRAPH BY DON HANEMAN

If order cards are missing, use the form below.

YOUR WINDOW ON ACADEME

Special Purchase

The Chronicle of Higher Education
P.O. Box 1955, Marion, Ohio 43305

Please enter my subscription to The Chronicle.

☐ Bill me \$67.50 for 49 issues (1 year).

☐ Bill me \$37.75 for 24 issues (½ year).

☐ Please charge my

☐ VISA ☐ Master Card ☐ American Express

Account number _____ Expiration date _____
Signature _____
Name _____
Title/Department _____
Institution _____
Address _____
City _____ State _____ Zip Code _____

D1482

Five in Politics

The University of Toledo has received \$450,000 to endow a visiting professorship in Catholic thought. Toledo is believed to be the first public university ever to endow a position in Catholic studies.

The new endowment enables the College of Arts and Sciences to select "a recognized scholar in the Catholic tradition" to serve as a member of Toledo's faculty for one academic term each year. The visiting professor will teach courses on some aspect of the Roman Catholic tradition.

Although in future years the professorship will be held by one scholar, nine Catholic theologians will share the post in this spring's quarter. The Rev. James J. Bacik, an adjunct professor of humanities at the university, had been working for more than two years to create the professorship.

Some observers were alarmed at first, saying that the professorship did not belong on a public campus.

But the American Civil Liberties Union said the university had created the position in a way that did not violate the constitutional requirement for the separation of church and state.

"As long as the professors teach it in an academic fashion, we see no problem," says Kevin F. O'Neill, legal director for the Ohio ACLU, which plans to monitor how the professorship operates.

Meanwhile, Fairfield University, a private institution affiliated with the Roman Catholic Church, is establishing a program to help young faculty members explore their role in Catholic higher education.

Supported by a \$478,000 grant from the Lilly Endowment, Fairfield will sponsor summer institutes for faculty members and graduate students to discuss issues with professors from Catholic universities across the country.

When deans at Duke University proposed wiping out five academic scholarships, the president decided to come up with the money to save them.

A committee of deans, looking for ways to save money, had recommended a plan to reduce the number of A. B. Duke Scholars in next year's entering class to 15 from 20. The scholarships cover four years of tuition for outstanding students. Undergraduate tuition at Duke is now \$14,700.

But H. Keith H. Brodie, Duke's president, was concerned about the divisiveness the plan was causing on the campus. He and his wife, Brenda, plan to donate more than \$320,000 over the next four years to cover tuition for the five scholars. The pledge is slightly more than Mr. Brodie's salary of \$315,000. "A great treasure of the university was about to be diminished," he said.

Business & Philanthropy

University Librarians Promise to Fight High Journal Prices

Group proposes telling publishers why subscriptions are canceled

By JULIE L. NICKLIN

Nineteen research university librarians, urging colleagues to take matters into their own hands, have proposed measures to fight the rising costs of library materials.

The recession has worsened the financial situation for many college and university libraries, which already were struggling with the rising costs of journals and books. Many have been forced to cancel journal subscriptions, order fewer books, and cut services (*The Chronicle*, February 19).

The 19 librarians say it is time for more libraries to act—not just react. The group has called on libraries to resist high journal prices, to weigh carefully the repercussions of widespread cancellations, and to communicate clearly their decisions to their campuses.

Princeton U. Drops 50 Journals

The group was organized by Marcia Tuttle, head of the serials department at the Davis Library at the University of North Carolina at Chapel Hill. The librarians call themselves the Aqueduct Group, after the conference center in Chapel Hill where they met in February.

In one recommendation, the Aqueduct Group says libraries should tell journal publishers why they are canceling sub-

Continued on Following Page

North Carolina's Kenan Trust Creates 2 \$20-Million Funds

CHAPEL HILL, N.C.

The William R. Kenan Charitable Trust is establishing two \$20-million funds—one to benefit the arts and the other to support science, engineering, and technology.

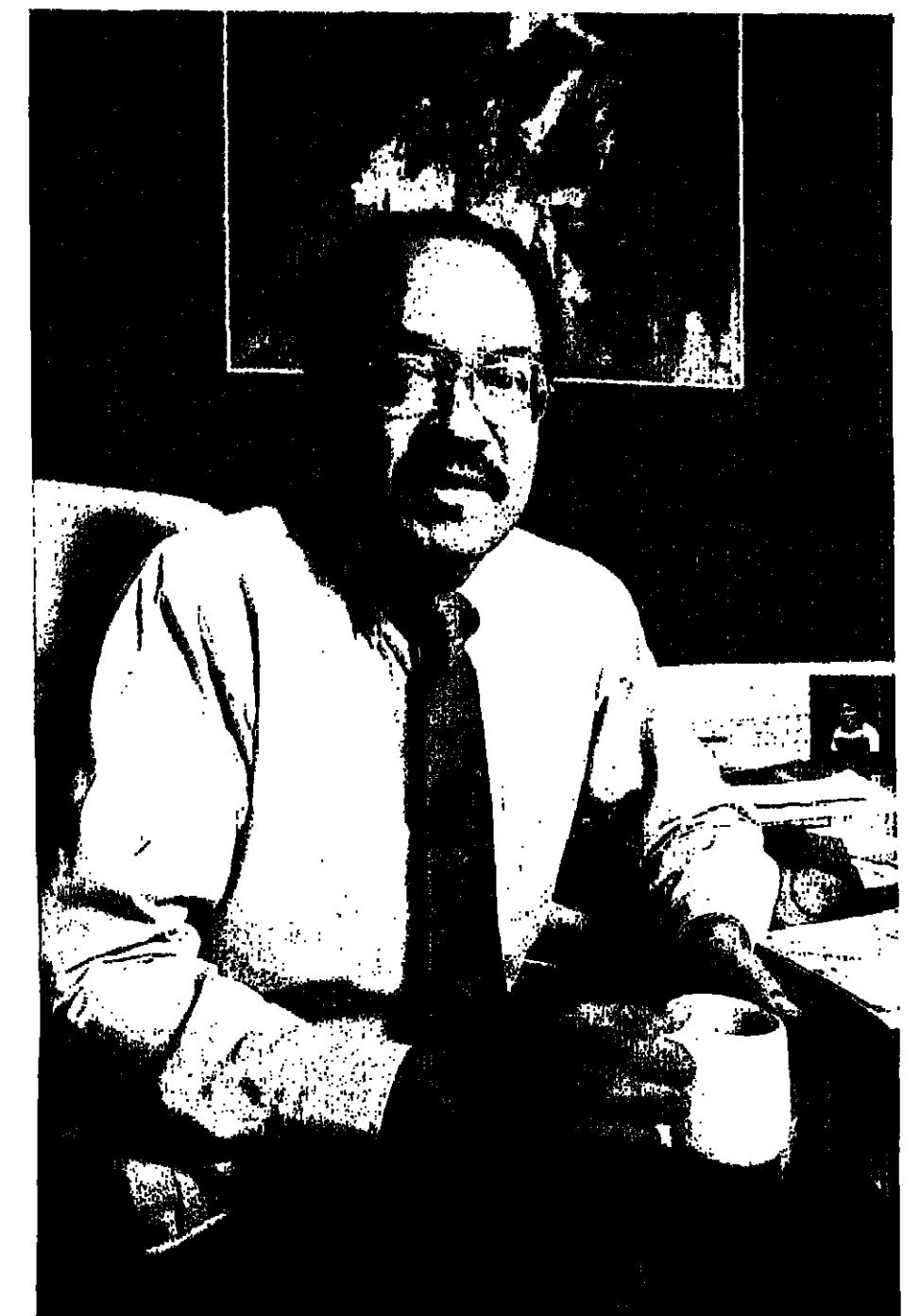
The first—the William R. Kenan, Jr., Fund for the Arts—will operate in association with the North Carolina School of the Arts in an effort to encourage artistic and cultural activities. The William R. Kenan, Jr., Fund for Engineering, Technology, and Science will be associated with North Carolina State University and will encourage research and teaching that aid economic development and contribute to the "industrial strength of the United States."

Both funds will operate separately from the Kenan Trust, a \$265-million foundation based in Chapel Hill that supports secondary and higher education.

The two funds will be modeled after another fund that the Kenan Trust established with \$30-million at the University of North Carolina at Chapel Hill. The Frank Hawkins Kenan Institute of Private Enterprise provides grants for cooperative projects among leaders of business, higher education, and government.

"We learned from that structure that this was a viable way to invest money and get a result," said William Friday, executive director of the trust. The trust was established by William R. Kenan, Jr., a businessman who owned the Western Block Company.

—LIZ McMILLEN



William H. Gray of the United Negro College Fund: "We are very concerned about the employees. It's not an easy thing to do. And no organization likes to do it."

United Negro College Fund Says It Plans to Close 6 Offices and Lay Off 25 People

Continued From Page A1

In light of revelations that the former president of the United Way of America, William Aramony, had received \$463,000 a year in salary and benefits. Critics also claim that he spent money lavishly on business trips.

"Administrative cost is an issue everybody in the fund-raising business should worry about," said Jon W. Fuller, president of the Consortium for the Advancement of Private Higher Education, which raises money for small colleges from foundations and corporations. "We're always looking at these issues."

1993 Budget Approved

Officials of the UNCF said the changes were unrelated to what happened at the United Way. They said that the travel expenses of UNCF employees were already low and that salaries tend to be lower than those paid by other fund-raising groups.

Soon after taking over as head of the UNCF, Mr. Gray promised to find ways to

make it operate more efficiently. Last month the UNCF Board of Directors approved a \$9.6-million budget for fiscal 1993—about \$1-million less than in 1992. Mr. Gray notified college presidents of the steps the fund would take to cut the budget, shortly before the UNCF's 1992 fiscal year ended last week.

'Not Rash or Impetuous'

Several presidents said they were confident that Mr. Gray's plan would move the UNCF in the right direction. "Bill's steps have been quick but not rash or impetuous," said Robert Albright, president of Johnson C. Smith University. "His quick trajectory is needed." Mr. Albright is a member of the fund's Board of Directors.

"I want as much money coming to our institutions as possible," said Norman C. Francis, president of Xavier University in Louisiana. "So I say Yea."

In fiscal 1993, the UNCF hopes to reduce the amount it takes to raise each dollar to

Continued on Following Page

United Negro College Funds to Trim Operating Costs

Continued From Preceding Page
17.9 cents, down from 19.9 cents in 1992. Over the next two years, officials want to reduce the amount to 15 cents.

"When you talk about increasing cost-effectiveness, that's music to our ears," said Samuel DuBois Cook, president of Dillard University.

Under the National Average

A few fund raisers outside the organization said the UNCF's goal of reducing its fund-raising cost to 15 cents was under the national average. According to a 1990 study by the Council for Advancement and Support of Education, colleges and universities spend an average of 16 cents for each dollar they raise (*The Chronicle*, September 5, 1990).

As the UNCF reduces costs, it plans to intensify its fund raising. It has increased its annual goal to \$56.8-million, up 4 per cent from \$54.6-million in 1992. Officials haven't officially closed the books on fiscal 1992, but they are confi-

dent that the fund surpassed its goal for the year.

The recession, however, has slowed giving to the UNCF in some parts of the country. Last month the UNCF office that raises funds in southern Florida was \$110,000 behind its \$640,000 annual goal. Donna J. Hildreth, area-development director in the Miami office, hopes that enough gifts have come in since then to achieve the goal. If the final count, which will be completed in the next few weeks, shows that the goal was not met, it will be the first time in three years that that office has fallen short.

UNCF officials said the success of some offices throughout the country in annual fund raising would offset the shortages of others. They are also optimistic about progress in the fund's continuing capital campaign. Begun in 1990, Campaign 2000 seeks to raise \$250-million to support scholarships, programs, and facilities at the UNCF's member colleges. In the past six months, the UNCF has brought in \$26-million, pushing the total in

pledges and gifts for the campaign to \$127-million. The drive will end on December 30, 1993.

Mr. Gray said he had begun to look at ways to cut fund-raising and administrative costs in December. At that time, UNCF officials started examining operations and expenses at the headquarters in New York and at 30 area offices. Those offices coordinate local fund-raising efforts among residents, organizations, corporations, and foundations.

\$700,000 a Year in Rent

The UNCF pays about \$700,000 a year in rent for the 30 offices. Mr. Gray said. Since last fall he has been encouraging the offices to ask individuals or corporations to give the UNCF free office space or reduced rent. He has also been pushing them to be more aggressive about fund raising.

In the review of regional operations, UNCF officials looked at each office's expenses and fund-raising ability as well as how easily one could be merged into another office

nearby. Each one slated for closure will be consolidated with one of the 24 remaining offices.

The layoffs and elimination of positions will occur throughout the organization—in both the area offices and the New York headquarters. "We are very concerned about the employees," Mr. Gray said. "It's not an easy thing to do. And no organization likes to do it."

The UNCF is providing the affected employees with severance pay and job-placement services. Announcement of the cuts, however, surprised some employees, despite hints that changes would occur.

"This has been rather sudden," said Anthony R. Johnson, area-de-

velopment director in Pittsburgh. "It's sudden, but understandable." Mr. Johnson, who has been with the UNCF since 1988, said he had not been told whether he would be transferred or laid off.

Jean M. Cluck, a UNCF employee for 14 years, was not expecting the news that the Colorado office she heads would be closed.

"I'm not at all happy to leave," she said. "But I have to agree with the fund that we have to do what we can to keep those doors open to the kids." Ms. Cluck hasn't decided whether to accept UNCF's offer that she continue coordinating fund-raising in Colorado, but out of the Dallas office.

PRIVATE SUPPORT

W. K. KELLOGG FOUNDATION

400 North Avenue
Battle Creek, Mich. 48801-3398
Agriculture. For agricultural-extension programs: \$1.1-million to U. of São Paulo (Brazil).

Diversity. For programs of community education in diversity: \$390,700 to Pacific Oaks College.

Leadership. For leadership programs for students: \$391,911 to Northwestern U.

Salisbury Community Foundation
P.O. Box 1327
Salisbury, N.C. 28144

Facilities. For improvement of the heating system: \$195,000 to Catawba College.

ALFRED P. SLOAN FOUNDATION
630 Fifth Avenue
New York, N.Y. 10111-0242

History of science. For the Edison Papers Project: \$250,000 to Rutgers U.

Science. For research on mutation and expert systems in science: \$100,000 to Rockefeller U.

DOWITT WALLACE-READER'S DIGEST FUND
261 Madison Avenue
New York 10018

Teacher education. To train teachers to serve students in the most disadvantaged

schools in New York City and to enable non-certified teachers in those schools to obtain master's degrees: \$1.2-million to Hunter and Lehman Colleges of City U. of New York.

GIFTS & REQUESTS

Case Western Reserve University. For a professorship in entrepreneurial studies and for a program in entrepreneurial management: \$2.2-million from A. Melodi Nixon.

Catawba College. For support of programs: \$1-million from Hinchey and Wynolia Hollifield.

University of California at Davis. For student aid and for a mentorship program for graduate students: \$1-million from Herbert Wakeham.

For fellowships in the college of agricultural and environmental sciences and for research in biological sciences: \$1.5-million from the estate of John F. Steinhilber.

For fellowships and programs in the biological sciences: \$100,000 from the estate of Henrietta Hollander.

Warburg College. For a new lecture hall: \$500,000 from an anonymous donor.

Wittenberg University. For the endowment: \$1.6-million from the estate of Alma Adams.

Group of Librarians Promises to Fight High Journal Prices

Continued From Preceding Page

scriptions. The group encourages libraries to follow the example of Donald W. Koeppe, university librarian at Princeton University. Last fall, Mr. Koeppe canceled subscriptions to 50 of 200 journals published by Pergamon Press Inc. Mr. Koeppe then wrote a letter to Pergamon explaining that the publisher's price increases—which he considered inordinately high—had forced the cancellations.

Pergamon's spokesman in Britain was traveling last week and could not be reached for comment. People in the publisher's U.S. office said they were not authorized to speak on the matter.

"If we all take common actions, we can have an impact," says Daniel H. Jones, assistant library director for collection development at the University of Texas Health Science Center's Briscoe Library. Mr. Jones is a member of the Aqueduct Group.

'An Excellent Action Agenda'

The group's efforts have been welcomed by the Association of Research Libraries and the Association of College and Research Libraries.

"It's an excellent action agenda," said Duane B. Webster, executive director of the Association of Research Libraries. "It's consistent with our interests in encouraging responses to the crisis."

The group plans to distribute its recommendations to other college and university librarians. Among other things, it will urge them to:

- Explain to students and professors that some publishers charge much higher prices for library subscriptions than for individual subscriptions, and seek support for the cancellation of expensive journals.

- Share decisions for journal cancellations with other libraries so the group can work together to build collections.

- Inform companies that man-

age subscription purchases that libraries will refuse to pay additional charges if the final bill has higher prices than were stated in preliminary price listings.

- Encourage authors to submit their works to publishers that charge lower subscription rates.

Many of the remaining suggestions deal with related issues that the group says libraries must discuss. They include the debate over whether libraries should own books and journals or whether they should rely on other libraries to share them.

FACT FILE: 50 Large Foundations Ranked by 1990 Grant Payments

	1990 grants	1990 assets		1990 grants	1990 assets
1. Ford Foundation	\$227,828,194	\$4,460,896,288	25. AT&T Foundation	\$30,333,952	\$98,900,000
2. Pew Charitable Trusts	189,113,430	2,079,881,782	26. William Penn Foundation	30,012,828	492,467,945
3. W.K. Kellogg Foundation	131,074,824	3,906,484,224	27. Houston Endowment	28,958,427	690,982,580
4. John D. and Catherine T. MacArthur Foundation	118,877,881	3,077,881,000	28. Ford Motor Company Fund	28,749,856	59,765,991
5. Robert Wood Johnson Foundation	102,022,443	2,914,183,000	29. Moody Foundation	28,413,723	400,587,000
6. J.P. Morgan Foundation	102,022,443	2,914,183,000	30. Aaron Diamond Foundation	28,147,074	86,902,838
7. Rockefeller Foundation	87,248,970	1,974,470,889	31. Robert W. Woodruff Foundation	26,448,426	995,893,546
8. Andrew W. Mellon Foundation	74,447,970	1,947,447,424	32. Lynde and Harry Bradley Foundation	25,535,546	370,891,611
9. J. Paul Getty Foundation	69,839,716	1,198,083,214	33. Camille and Henry Dreyfus Foundation	24,571,960	205,225,229
10. New York Community Trust	67,510,099	849,410,641	34. Amos Foundation	24,207,850	57,982,093
11. Graham Foundation	56,792,000	1,064,900,014	35. General Motors Foundation	23,877,283	149,835,939
12. Carnegie Corporation of New York	48,805,114	1,845,288,601	36. David and Lucille Packard Foundation	23,832,567	227,512,098
13. W.M. Keck Foundation	48,110,000	1,218,514,360	37. Wright Foundation	23,154,361	822,072,552
14. Duke Endowment	45,712,934	1,064,876,939	38. Robert H. McCloskey Tribune Foundation	23,008,722	470,292,080
15. David and Lucille Packard Foundation	42,787,970	1,064,876,939	39. Weitzenhoffer Foundation	22,893,357	458,342,884
16. J. Paul Getty Foundation	41,876,788	1,064,876,939	40. U.S. West Foundation	22,738,681	13,853,813
17. William and Jeanette Hewlett Foundation	38,150,000	694,799,824	41. Robert H. McCloskey Tribune Foundation	21,715,781	508,745,021
18. McKnight Foundation	38,084,130	694,799,824	42. Many Community Foundation	21,545,000	482,431,000
19. Charles and Johanna Busch Foundation	38,084,130	694,799,824	43. Bell Foundation	21,380,383	226,099,489
20. Old Venture Company Fund	38,084,130	694,799,824	44. Alfred G. Smith Foundation	21,189,791	612,221,339
21. Richard King Mellon Foundation	31,889,300	577,113,000	45. J. Paul Getty Foundation	20,812,422	413,688,888
22. Richard King Mellon Foundation	31,889,300	577,113,000	46. J. Paul Getty Foundation	20,509,074	338,530,000
23. J.P. Morgan Foundation	31,889,300	577,113,000	47. J. Paul Getty Foundation	19,472,230	384,881,000
24. J.P. Morgan Foundation	31,889,300	577,113,000	48. J. Paul Getty Foundation	19,472,230	384,881,000
25. J.P. Morgan Foundation	31,889,300	577,113,000	49. J. Paul Getty Foundation	19,472,230	384,881,000
26. J.P. Morgan Foundation	31,889,300	577,113,000	50. J. Paul Getty Foundation	19,472,230	384,881,000

Source: The Chronicle of Higher Education

Students

Sale of Class Notes: A New Skirmish Over an Old Idea

By MICHELE N-K COLLISON

Thousands of college students are paying someone else to go to their classes and take notes—a practice that has angered many professors and caused at least one university to sue a note-taking company.

While students and some professors say the notes are helpful in an era of large, impersonal classes, other professors say the note-taking services encourage students to skip classes. Moreover, the professors contend, the note-taking services are making a profit from the ideas of faculty members.

Selling lecture notes is not a new idea. Paradigm Books and Lecture Notes at the University of Texas at Austin has sold notes for 18 years. The student-government association at the University of California at Berkeley owns Black Lightning, which has been selling notes since 1980.

A New Wave of Complaints

The popularity of such businesses has spread. Several owners have expanded to other campuses, including Arizona State University, Cornell University, and the University of Nebraska at Lincoln. The expansion has brought new complaints.

In 1990 the University of Florida sued a Gainesville businessman, Kenneth Brickman, and his company, KPB Inc., which owns A-Plus Notes. The university says

Continued on Following Page

Gay Group's Budget Is Cut by Student Government

A dispute over the charter of a homosexual-student group at Auburn University has spread to the University of Alabama, where the Student Government Association slashed \$536 from a proposed \$800 grant to the Alabama Gay/Lesbian Alliance. The remaining \$264 is equal to the club's 1991 telephone bill.

The club is expected to appeal the decision to the Student Life Committee.

Student-government officials said they had reduced the grant to comply with an opinion issued last month by state Attorney General Jimmy Evans. State money or facilities cannot be used by a group that promotes sexual activities that violate Alabama's anti-sodomy laws, Mr. Evans said.

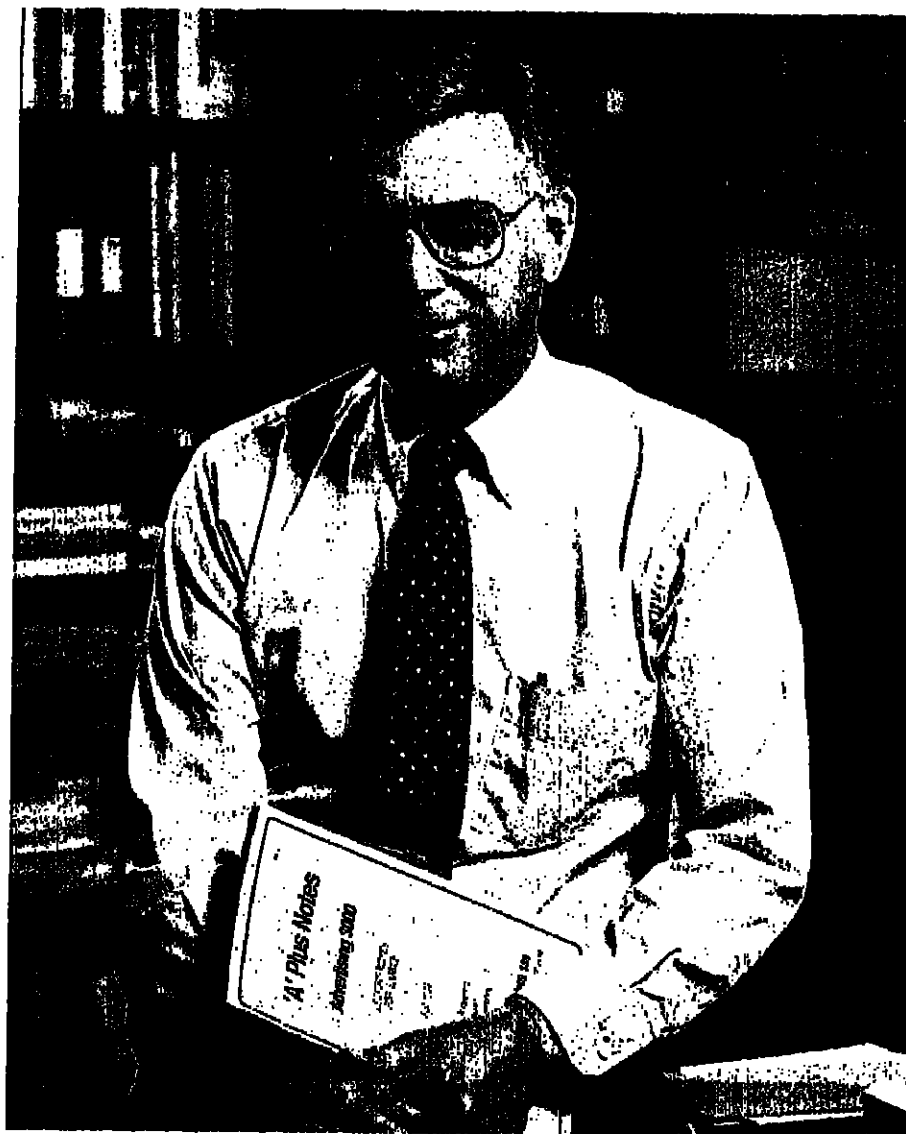
The Auburn University Board of Trustees sought the opinion because it had been under fire from alumni and political leaders for not overturning a decision by university administrators to allow the Auburn Gay and Lesbian Association to keep its charter. The organization's request for a charter was denied by Auburn's Student Government Association in November.

Meanwhile, the Auburn association said that if the anti-sodomy laws are applied to one club, they must be applied to all clubs and fraternities. Added Steven Migalski, co-president of the gay organization at Auburn: "If our charter is revoked, our attorney will jump on the case like a rat on cheese."

—MARY CRYSTAL CAGE



Shanshin Chen, a sophomore at Cornell: "In some classes, you're so busy trying to write down what the professors say that you miss half of the information."



Ralph L. Lowenstein, dean of the U. of Florida's college of journalism: "The presence of the notes encourages students not to come to class."

Professional Note-Taking Services Gain New Popularity on Campuses

Continued From Preceding Page
Mr. Brickman has used without authorization material prepared by faculty members.

Mr. Brickman says his company doesn't sell professors' lectures. "We don't believe that we violate anyone's copyright," he says. "We sell the student's interpretation of the material presented in class."

"Most professors who are against this type of service are frustrated with teaching these huge introductory classes. If they're concerned about attendance, have mandatory attendance. If they're worried the tests are too easy, have essay tests. But don't blame all the problems of the education system on note-taking services."

Crackdown at Arizona State

Joseph Barron, associate general counsel of the university, maintains that the company has violated federal copyright law. Copyright law, however, has never been ap-

plied specifically to lectures. "We are seeking to clarify the application of copyright law to faculty lectures," Mr. Barron says.

The suit was argued in federal district court last May, and both sides are awaiting a ruling.

Arizona State University has also cracked down on note-taking services. University officials say two services operate on their campus: ClassQuotes, which offers notes of class sessions when professors have given their permission, and Ghostwriters, which offers notes from classes of professors who have denied permission.

University police officers have told employees of Ghostwriters to stay out of academic buildings, where they had been passing out fliers advertising their services. If the employees are caught a second time, the campus police say they plan to arrest them.

"Professors feel like their classrooms are being turned into commercial ventures," says Nancy

Tribbensee, associate general counsel for the university. The university is considering whether to take further action against the note-taking services.

Faculty members at the University of Florida have similar complaints. Furthermore, says Ralph L. Lowenstein, dean of the University of Florida's college of Journalism and Communications: "The presence of the notes encourages students not to come to class. There's more to the class besides the notes. If that's all there were to it, the professors could show up, pass out the notes, and go home."

'I Would Stay in Bed'

There may be some substance to his fears. Geri Hopkins, a senior at the University of Florida, readily admits: "I would stay in bed some days because I had A-Plus Notes. As dry as some professors are and as mechanical as they are in some large lecture classes, I don't feel like I lost that much by not going to class."

The managers of note-taking services say that most students use their notes as a supplement to their own notes. Mark Miller, co-owner of TakeNote, the service at Cornell University: "We tell students this is definitely not the lecture. If you use it to cut class, you will definitely harm yourself, because we don't reproduce handouts or reprint the class verbatim."

On many large campuses with big lecture sessions, people have recognized an opportunity to make a few dollars on what used to be an informal system of sharing notes among classmates. Now the services have stepped in to provide an additional study tool that they say helps students get the most out of big introductory classes where there is little interaction with professors. They add that the services are especially helpful to foreign and learning-disabled students.

For prices ranging from \$14 to \$37, the services provide lecture notes once a week or several times a semester. Most services hire graduate students who have training in a specific major.

Most of the note-taking services say they ask professors for permission before they send a note taker to classes. They usually will not cover a class if the professor objects, but faculty members at the University of Florida say the service that operates there offers notes for classes even if they object to the practice.

Professors are divided on the subject of note-taking services. Sandra Beman, professor of psychology at Cornell University, sees certain advantages in the system. "Students don't have to be as frantic to get everything down," she says.

'More of a Chance to Listen'

In addition, Ms. Beman says, students are sometimes ill and may not know anyone from whom they could borrow notes. Students may also be reluctant to borrow notes, she says, if they don't know if someone else takes good ones.

Adds Jay Orear, professor of physics at Cornell University: "If students in 'Introductory Physics' courses didn't have to take notes, they could sit back and think through the concepts. It gives students more of a chance to listen."

The errors in notes taken from his lectures concern Howard Cohen, an associate professor of astronomy at the University of Florida. "I tell students that unauthorized use of my material is prohibited. I tell them I will flunk anyone found taking notes for the purpose of selling them."

Time-Honored Technique

Owners of the note-taking services say they are providing a new version of a time-honored study technique—comparing lecture notes with other students. And the increasing demand for such services is proof of their popularity with students.

At the University of Michigan, Robert Rorke, owner of Supreme Course Transcripts, says about 3,000 students in 30 classes subscribe to his service. Last fall he started offering the service at Michigan State University, where 2,000 students buy notes for 15 classes.

Mr. Rorke says studies have shown that only 40 per cent of the ideas in a lecture are recorded by students. "Students pay a lot of money to attend college," he says. "They shouldn't just have one shot at the information."

Shanshin Chen, a sophomore at Cornell, agrees: "I'm not a good note taker. In some classes, you're so busy trying to write down what the professors say that you miss half of the information. The TakeNote notes are very organized. The note taker put the whole lecture into perspective."

In the competitive atmosphere of some classes, students say a

note-taking service gives them an advantage. "They can help you go from an B to A," says Stephen Bagney, a senior at the University of Michigan. "I got an A in astronomy and an A- in history. I wouldn't have gotten those grades on my own, because my notes were riddled with holes."

Some say that students who don't buy the notes lose out to those who do. "If you don't buy the notes you're at a disadvantage," says Luis Bartolomei, a junior at the University of Michigan who is majoring in psychology. "Many of the classes are graded on a curve, and everyone will have better grades because they will have better notes than you do."

Notes Put on Reserve

Critics of the note-taking services say that only affluent students can afford them. And some of the owners say they have taken steps to meet that charge. TakeNote puts its lecture notes on reserve at Cornell's learning-skills center. And Mr. Rorke lets students at the University of Michigan use his notes if they work at his business.

Many believe that despite some controversy, the note-taking services are here to stay. "It's clear some people who are highly competitive will take advantage of anything that will give them an edge," says Eric Rabkin, professor of English at the University of Michigan. "Some people just do not have good note-taking skills yet. And there are those who will use the notes as an excuse for skipping class, but those people would do it anyway."

Sidelines

Roland V. Massimino, the men's basketball coach at Villanova University, was named last week to replace Jerry Tarkanian at the University of Nevada at Las Vegas.

Mr. Massimino will earn almost \$400,000 a year in salary and benefits under a five-year contract. Deals with sneaker manufacturers and other outside benefits could bring his earnings to about \$700,000 a year.

In his 19 years at Villanova, Mr. Massimino had a record of 357 wins and 241 losses and led the Wildcats to a national championship in 1985. He also established a reputation for academic integrity and for abiding by the rules.

UNLV's athletics director, Jim Weaver, who once coached football at Villanova, said the latter attributes were important factors in Mr. Massimino's selection to run a program that had been plagued by troubles with the National Collegiate Athletic Association and concerns about the academic unpreparedness of players.

Said Mr. Massimino: "I promise this: In no way will any student-athlete ever embarrass this university. Ever."

The university hired its new coach despite attempts by Mr. Tarkanian, who agreed last June to quit the position, to rescind his resignation. Lawyers for Mr. Tarkanian have said that he intends to fight for the post, but have not said how he plans to do so.

Because UNLV's program faces the threat of probation stemming from a continuing NCAA investigation into alleged recruiting violations, some of the best coaches in the country reportedly turned down the job.

One of them, Pat Kennedy, who has transformed Florida State University's men's basketball program into one of the best in its new conference, the Atlantic Coast, said last month that he had rejected a contract similar to the one given Mr. Massimino.

More presidents are turning to athletics departments to help their colleges out of financial jams.

The athletics program at Syracuse University is being asked to shoulder a larger share of the university's budget crunch than are other departments. In a restructuring plan designed to help Syracuse eliminate a \$38-million budget deficit, President Kenneth A. Shaw proposed a \$2.1-million cut in the \$12.2-million sports budget. He also said he would take \$5-million from the athletics department's reserve fund.

Faculty members, who had feared that the athletics program would escape major cuts, were pleased by Mr. Shaw's proposal.

The president, who has been at Syracuse since last year, told the Associated Press: "I think it's fair to say that athletics was treated better in the past than it can be in the future."

Athletics

Men Far Outnumber Women in Division I Sports and Receive Most of the Money, a Survey Finds

Continued From Page A1

vides only a cursory glance at a college's overall treatment of men's and women's sports, and does not take into account many of the shadings that complicate the question of Title IX compliance. Besides that, they note, the data are from 1990-91 and may be somewhat outdated for colleges that have made significant changes in their sports programs during the past year.

But most sports officials and legal experts agreed that the information provides a good starting point for gauging which colleges may be falling short both of meeting the minimum legal requirements of Title IX and of fulfilling what Merrily Dean Baker, associate executive director of the NCAA, calls the "moral imperative" of providing equitable treatment to men and women. (Ms. Baker was nominated last week by the president of Michigan State University to be its new athletics director.)

"The figures don't immediately say 'illegal,' or 'legal,'" said Linda Greene, a civil-rights lawyer and professor of law at the University of Wisconsin at Madison, who is on the university's athletics council. "But because of the nature of the disparities, they cry out for justification. They require that universities come forward and explain why the differences exist."

Two weeks ago, the NCAA released its gender-equity survey, to which 646 of the association's 847 members replied (The

Chronicle, March 18). The NCAA, which has been criticized over the years by women's sports advocates who believe it impeded their progress, was widely applauded for undertaking such a study and for getting information about the status of sex equity into the public eye.

The Chronicle conducted its survey to try to add details to the NCAA's summary data and to gauge how individual institutions are doing in providing sex equity in

tion of men and women among varsity athletes, the amount and proportion of athletic scholarship money awarded to male and female athletes, the amount and proportion of operating expenditures spent on men's and women's teams, and the amount and proportion of money spent to recruit for men's and women's teams.

Key Pieces of Data

Most sports officials agree there are several key pieces of data to look for in gauging an individual college's performance in providing equitable programs. One major test under Title IX is that spending on men's and women's sports be comparable to the ratio of male and female athletes.

By that measure, said Michael Scott, a lobbyist and lawyer for the NCAA, "institutions, on average, are clearly in the ballpark." An institution like Florida State University, for instance, where male athletes outnumbered female athletes by about 72 per cent to 28 per cent and received 63 per cent of the athletic scholarship money, would seem to fulfill the law's requirements on that score.

However, like many other institutions, Florida State appears much less successful on the other main requirement of Title IX: that the proportion of male to female athletes generally reflect the proportion of male and female students at the institution.

Continued on Page A40

"Because of the nature of the disparities, they cry out for justification. They require that universities come forward and explain why the differences exist."

sports. It asked all 298 Division I institutions for copies of the forms they submitted as part of the NCAA's survey. Of those, 203 provided the forms. (For a list of colleges that did not provide them, and some of their reasons, see below.)

For each institution that responded, The Chronicle provides five pieces of information: the representation of men and women in the overall student body, the representa-

Universities That Did Not Participate in the Survey Cite the Sensitivity of Their Data

Ninety-seven of the National Collegiate Athletic Association's 298 Division I members did not participate in The Chronicle's survey about gender equity. Those colleges either did not take part in the NCAA study on which The Chronicle's survey was based, or chose not to provide copies of their NCAA-survey responses to The Chronicle.

Most of the institutions that declined to release the information said they did so to protect sensitive information about coaching salaries. That was especially true of private institutions that are not subject to state open-records laws. Only a few public universities, like Pennsylvania State Uni-

versity and Utah State University, refused to release the information.

Others said they did not believe the information in the form would fairly reflect the status of men and women in their programs, either because it was outdated (the survey covered academic 1990-91) or because the NCAA's study, as it was crafted, would fall to put the data into context.

For instance, Chet Gladchuk, athletics director at Boston College, said his institution had recently undergone a compliance review by the Education Department's Office for Civil Rights, and "was found to be in compliance."

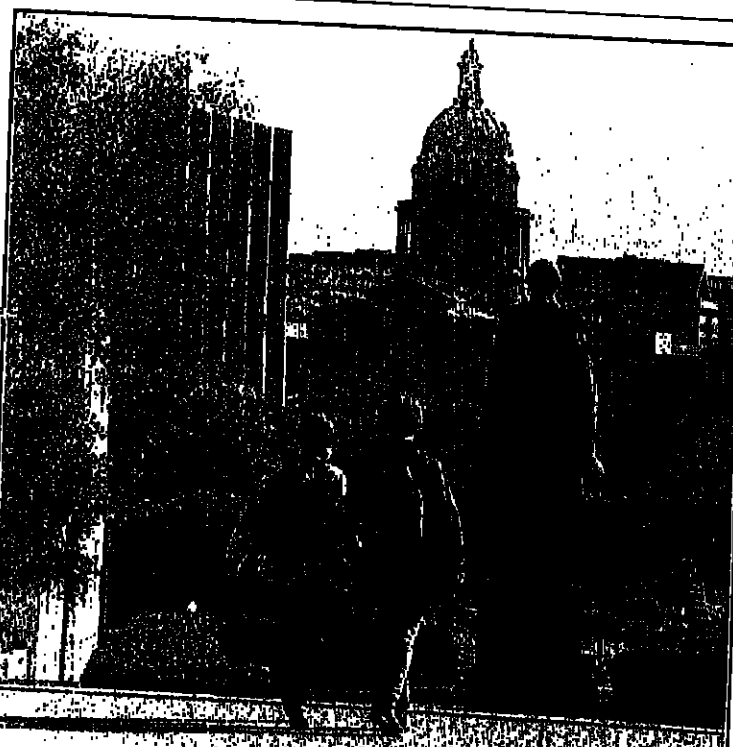
"We do not feel the limited information

requested by the NCAA is a reflection of our comprehensive commitment to the equitable distribution of resources for men and women," Mr. Gladchuk wrote. "Therefore, we opt not to make the NCAA information available to The Chronicle."

Given the increasingly contentious and litigious nature of the debate about gender equity in athletics, another telling response came from Santa Clara University, which said that it was declining to release the equity survey "on the advice of the university's counsel."

The following colleges and universities elected not to participate in The Chronicle's survey:

Alabama State U	Florida A&M U	Rice U	U.S. Military Academy
Alcorn State U	Georgetown U	Rider College	U of Detroit
Arkansas State U	Grambling State U	Rutgers U	U of Evansville
Boston College	Harvard U	Saint Bonaventure U	U of Hartford
Boston U	Hofstra U	Saint Francis College (N.Y.)	U of Houston
Brigham Young U	Howard U	Saint John's U (N.Y.)	U of Illinois at Chicago
Brooklyn College	Jackson State U	Saint Joseph's U	U of Kansas
Brown U	Jacksonville U	Saint Mary's College of California	U of Maine
Butler U	Lamar U	Samford U	U of Maryland-Baltimore County
Campbell U	La Salle U	Santa Clara U	U of Maryland-Eastern Shore
Chicago State U	Lehigh U	Santa Maria U	U of Massachusetts at Amherst
The Citadel	Long Island U-Brooklyn Center	Siena College	U of Miami
Colgate U	Loyola U of Chicago	South Carolina State College	U of New Orleans
College of Charleston	Marquette College	Southeast Missouri State U	U of Notre Dame
Columbia U	Marshall U	Southern Methodist U	U of Portland
Coppin State U	Marshall U	Southern U	U of Richmond
Cornell U	Morgan State U	Stanford U	U of San Diego
Dartmouth College	Niagara U	Temple U	U of Tulsa
Davidson College	North Carolina A&T State U	Tennessee State U	U of Utah
Delaware State College	Northwestern State U of La.	Texas Christian U	Utah State U
De Paul U	Northwestern U	Texas Southern U	Villanova U
Drake U	Pennsylvania State U	Towson State U	Winthrop College
Duquesne U	Prairie View A&M U	U.S. Air Force Academy	Xavier U
East Carolina U			Yale U



Have a question about your subscription?

Please check the appropriate box(es) below and attach label to:

- ☐ Change a delivery address
- ☐ Report a subscription problem
- ☐ Enter a new subscription (49 issues—one year)
- ☐ Renew a subscription (49 issues—one year)
- ☐ \$67.50, payment enclosed ☐ Bill me
- ☐ Charge VISA # _____
- ☐ Charge MasterCard # _____
- ☐ Charge American Express # _____
- Expiration date _____

Signature _____

Name _____

Institution _____

Street address or box number _____

City _____

State _____

Zip _____

Mail to: Subscription Department, The Chronicle of Higher Education
P.O. Box 1955, Marion, Ohio 43305

Or call: 1-800-347-6969

Please allow four weeks for your order or adjustment to be processed.

D1482

Introducing RELOCATION SERVICES FOR HIGHER EDUCATION PROFESSIONALS

Provided by MOVEMASTERS, INC.

- Home Sale Assistance
- Home Finding
- Mortgage Placement
- National Availability
- Transportation of Household Goods

MOVEMASTERS, INC. will

- Save your institution time and money, as well as simplify the relocation process for both the institution and the individual.
- Customize our programs to meet your specific needs.

We provide relocation services to professionals "ON THE MOVE" in Higher Education. Our services will be viewed as a benefit to your search package. We have the knowledge and resources to assist you in the development of policies, procedures and guidelines that will be consistent with your culture and budget.

We manage both Departure and Destination services at no cost to you, and can transport household goods at a substantial discount.

Call (800) 452-0837 for more information, or write to the address below.

MOVEMASTERS, INC.
1940 Commerce Street, Suite 204
Yorktown Hts., N.Y. 10598
(914) 245-8887
Fax (914) 245-0748

A Quality Approach to Moving Professionals in Higher Education

How Men and Women Fared in Sports at 203 NCAA Division I Colleges, 1990-91

Athletics

Athletics

April 8, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A39

	Spending on athletics scholarships				Athletics operating expenditures *				Athletics recruiting expenditures *				Spending on athletics scholarships				Athletics operating expenditures *				Athletics recruiting expenditures *								
	Men		Women		Men		Women		Men		Women		Men		Women		Men		Women		Men		Women						
	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total							
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women							
American U	40.3%	59.7%	50.5%	49.5%	\$800,992	55.8%	\$634,202	44.2%	\$129,513	66.3%	\$65,884	33.7%	\$71,247	77.8%	\$20,340	22.2%	\$352,485	59.2%	\$242,551	40.8%	\$311,400	64.6%	\$170,875	35.4%	\$27,750	60.2%			
Appalachian State U	45.8	54.2	74.1	25.9	610,981	84.6	111,282	15.4	307,110	72.2	118,044	27.8	91,125	87.5	12,970	12.5	209,800	65.9	108,550	34.1	130,500	67.2	63,040	32.8	9,331	62.2			
Arizona State U	51.8	48.2	70.8	29.2	1,754,852	64.9	950,940	35.1	941,096	78.2	261,786	21.8	373,682	83.0	76,653	17.0	334,168	69.0	149,888	31.0	209,098	73.8	75,140	26.2	36,853	94.3			
Auburn U	54.8	45.2	72.9	27.1	961,239	67.2	468,597	32.8	803,216	72.9	298,989	27.1	300,676	82.4	64,104	17.6	334,751	55.6	267,296	44.4	187,033	71.2	75,729	28.8	2,241	5.7			
Austin Peay State U	39.0	61.0	61.1	38.9	500,992	77.0	149,915	23.0	250,139	81.1	58,155	18.9	47,565	71.7	18,815	28.3	360,354	74.0	126,787	26.0	327,024	74.4	112,564	25.6	0	0.0			
Bali State U	44.9	55.1	63.9	36.1	701,040	59.7	473,740	40.3	380,622	67.4	189,289	32.6	76,648	62.9	45,150	37.1	660,849	74.5	226,135	25.5	727,738	76.8	220,115	23.2	131,068	83.3			
Baylor U	45.8	54.2	76.1	23.9	1,698,949	81.0	398,941	19.0	982,258	83.2	194,456	16.8	105,240	88.7	20,968	11.3	San Jose State U	52.0	48.0	69.7	30.3	802,281	67.7	286,761	32.3	353,528	70.7	146,302	29.3
Bethune-Cookman C	38.6	61.4	85.2	14.8	500,352	83.2	101,341	16.8	787,034	91.6	72,134	8.4	25,118	90.6	2,598	9.4	Southeastern	43.1	56.9	61.6	38.4	237,404	56.3	184,323	43.7	171,950	59.6	116,500	40.4
Boise State U	46.9	53.1	71.9	28.1	610,743	85.9	315,406	34.1	409,888	88.9	184,733	31.1	118,653	73.3	43,255	26.7	Southern Illinois U	60.6	39.4	66.3	33.7	709,138	63.6	405,313	36.4	356,326	65.1	190,922	34.9
Bowling Green State U	41.5	58.5	65.7	34.3	1,048,924	70.9	430,344	29.1	484,909	77.9	140,668	22.1	77,000	76.9	18,000	23.1	Southern Utah U	45.3	54.7	69.9	30.1	175,341	72.3	67,176	27.7	298,480	75.3	97,900	24.7
Brady U	52.9	47.1	70.8	29.2	503,852	51.4	478,827	48.6	210,150	67.9	99,200	32.1	133,635	84.1	25,313	15.9	Southwest Missouri State U	47.7	52.3	75.1	24.9	860,930	67.7	315,633	32.3	477,629	70.6	198,432	29.4
Bucknell U	54.8	45.2	68.4	31.6	515,200	77.8	146,840	22.2	275,901	64.5	152,184	35.5	64,250	84.4	11,850	15.6	Southwest Texas State U	47.4	52.6	74.0	26.0	471,314	72.1	182,741	27.9	336,228	76.6	102,629	23.4
California State U	47.9	52.1	70.9	29.1	883,780	70.7	385,632	29.3	1,881,177	84.7	340,417	15.3	177,390	90.2	19,315	9.8	Stephen F. Austin State U	48.2	51.8	68.7	31.3	425,448	74.2	148,148	25.8	378,000	79.0	100,143	21.0
-at Fresno	44.9	55.1	69.0	31.0	665,810	70.9	272,947	29.1	517,082	81.6	116,988	18.4	71,216	83.0	19,315	9.8	Syracuse U	49.6	50.4	70.0	29.6	†	†	†	†	505,555	72.0	196,955	28.0
-at Fullerton	45.3	54.7	71.6	28.4	627,499	70.5	262,381	29.5	1,100,338	80.2	271,188	19.8	49,793	63.6	28,459	17.0	Tennessee	55.9	44.1	73.9	26.1	541,775	84.7	98,008	15.3	338,694	73.9	119,408	26.1
-at Long Beach	46.4	53.6	71.6	28.4	346,552	66.8	173,924	33.2	1,037,575	56.0	81,325	44.0	21,625	60.4	45,000	39.6	Texas A&M U	56.5	43.5	70.7	29.3	844,310	66.4	427,851	33.6	885,200	75.0	294,300	25.0
-at Northridge	45.3	54.7	71.6	28.4	272,382	54.7	122,415	45.3	343,955	71.0	271,188	19.8	49,793	63.6	28,459	17.0	Texas Tech U	52.6	47.4	80.7	19.3	738,618	72.8	275,625	27.2	754,854	79.5	194,160	20.5
Canisius C	47.1	52.9	68.0	32.0	410,907	67.0	202,172	33.0	136,407	78.3	37,749	21.7	420,652	87.6	59,300	12.4	Towson State U	40.9	59.1	65.8	34.2	537,319	71.5	214,269	28.5	319,147	71.9	124,485	28.1
Central Connecticut State U	46.1	53.9	68.0	32.0	410,907	67.0	202,172	33.0	136,407	78.3	37,749	21.7	420,652	87.6	59,300	12.4	Tulane U	53.1	46.9	70.8	29.2	2,635,998	82.0	577,280	18.0	554,224	84.3	102,916	15.7
Central Michigan U	42.8	57.2	67.5	32.5	768,873	64.7	419,456	35.3	387,714	64.9	209,796	35.1	86,097	77.0	25,660	23.0	U.S. Naval Academy	90.8	9.2	80.0	20.0	†	†	†	†	917,019	77.1	271,799	22.9
Charleston Southern U	44.7	55.3	67.5	32.5	261,879	62.0	160,552	38.0	371,000	73.7	207,516	26.3	197,576	76.9	59,240	23.1	U of Akron	50.2	49.8	74.6	25.4	†	†	†	†	636,056	79.8	168,486	11.3
Clemson U	57.3	42.7	74.4	25.6	1,547,655	74.6	527,879	25.4	273,920	†	†	†	115,750	80.9	27,250	19.1	U of Alabama	40.0	60.0	68.7	31.3	1,123,162	65.0	603,526	35.0	859,095	72.0	334,119	28.0
Cleveland State U	49.8	50.2	66.3	33.7	347,223	68.0	163,102	32.0	1,530,498	83.4	304,095	16.6	324,500	88.1	43,800	11.9	-at Birmingham	54.5	45.5	62.1	37.9	251,989	66.5	194,007	43.5	357,100	69.8	154,150	30.2
C of the Holy Cross	49.6	50.4	64.5	35.5	1,274,626	68.6	583,261	31.4	941,402	68.6	125,559	31.4	64,620	81.1	22,100	18.9	U of Arizona	51.7	48.3	66.9	33.1	1,553,349	65.2	827,324	34.8	921,863	72.0	359,132	28.0
C of William and Mary	45.5	54.5	61.6	38.4	1,179,894	72.1	456,664	27.9	387,714	64.9	209,796	35.1	86,097	77.0	25,660	23.0	U of Arkansas	51.7	48.3	66.9	33.1	1,553,349	65.2	827,324	34.8	921,863	72.0	359,132	28.0
Colorado State U	51.5	48.5	67.4	32.6	988,422	67.7	483,347	32.3	371,000	73.7	207,516	26.3	197,576	76.9	59,240	23.1	-at Fayetteville	55.1	44.9	75.4	24.6	1,122,926	75.2	370,185	24.8	817,204	78.5	223,510	21.5
Craighead U	45.2	54.8	57.8	42.2	484,833	56.3	377,072	43.7	267,763	63.0	157,243	37.0	54,482	81.8	15,182	19.0	-at Little Rock	48.2	51.8	59.1	40.9	1,122,926	75.2	370,185	24.8	817,204	78.5	223,510	21.5
Drax U	68.6	31.4	70.8	29.2	670,000	55.1	545,439	44.9	267,763	63.0	157,243	37.0	54,482	81.8	15,182	19.0	U of California	53.4	46.6	69.1	30.9	1,315,789	69.8	570,442	30.2	1,003,137	78.0	317,050	24.0</

U.S. Aid Could Shore Up Research Enterprise in Former Soviet Union

Continued From Preceding Page
by the State Department would bring to the United States at least 150 scientists working on defense-related projects in the former Soviet Union for three-to-six-month internships at American companies.

In addition, some federal agencies are providing additional assistance on their own to existing cooperative research efforts.

At the National Science Foundation, managers in the division of international programs are racing to put into place a new plan to provide additional resources to researchers in the former Soviet Union who are engaged in foundation-supported collaborations with U.S. scientists.

Quick Reviews Promised

Gerson S. Sher, senior program manager for Eastern Europe, said the foundation was telephoning the approximately 100 U.S. researchers who direct such collaborations to make them aware of the support. Requests for additional aid will be reviewed quickly, he added.

He said each of the projects could receive as much as \$10,000 in supplemental aid immediately, to pay for journal subscriptions, equipment, and supplies that will be sent to the former Soviet Union to help maintain the laboratories of the counterparts in the research efforts there. The first awards are expected to be made this week. "We're trying to act on this very quickly," Mr. Sher said.

Officials at the science foundation said the money to finance the new program, which could amount to as much as \$1-million, would come from reallocating resources within the agency. They added that the initiative had been requested



Loren R. Graham, a professor at MIT: "I'm not opposed to bringing them here for a short period of time."



Frank Press: "What we're talking about to destabilize the brain drain is only a few tens of millions of dollars."

by Walter E. Massey, the agency's director.

At the National Institutes of Health, officials of the Fogarty International Center are providing as much as \$20,000 a year for three years in additional aid to existing NIH collaborative projects with the former Soviet Union. The effort is being financed by a \$1-million program, which was approved by Congress last year, to assist researchers in Latin America and Eastern Europe, as well as in the former Soviet Union.

However, David A. Wolff, chief of international research and awards at the Fogarty center, said most of the applications and awards involved collaborative projects with researchers in the former Soviet Union.

Like the NSF program, which does not pay the salaries of foreign researchers, the NIH effort would provide all of the funds to U.S. researchers who will buy supplies to be sent to the former Soviet Union.

"Rather than send the money to the country, where Russian officials can take cuts, we send the materials and equipment there," Mr. Wolff said.

Avoiding High Duties

Mr. Sher of the NSF estimated that, because of the high taxes on cash payments in Russia and the difficulty of moving money through the bureaucracy there, a payment of \$100 to a researcher could quickly dwindle to "only \$10 or \$20." He said the foundation also planned to avoid paying high

duties on the supplies and equipment by having U.S. scientists bring the materials into Russia, rather than shipping them separately.

Thomas J. Ratchford, associate director of policy and international affairs at the White House Office of Science and Technology Policy, noted that his office was encouraging other federal agencies to develop programs like those at the science foundation and the NIH.

He said it also was studying closely the recommendations from scientists who met last month at the National Academy of Sciences to discuss ways of helping civilian researchers in the former Soviet Union.

In recent months, Russian and American science leaders, concerned that the Administration was

focused only on helping nuclear-weapons scientists in the former Soviet Union, have called on White House officials to broaden the assistance to prevent the dismantling of civilian research institutes in Russia.

Deteriorating research facilities, shortages of hard currency to buy chemicals and maintain journal subscriptions, and extremely low wages, they warned, have prevented many scholars in the former Soviet Union from conducting research and led to fears of a massive emigration of intellectuals in the near future.

Special Fund for Equipment

At a closed-door meeting at the National Academy of Sciences last month, more than 120 American scientists recommended steps that the White House should take to broaden its support for civilian scientists in the former Soviet states, such as creating a special \$50-million to \$100-million fund to replenish and refurbish equipment, journals, and books there.

While only one of the group's recommendations—the elimination of export controls on high-technology equipment—appeared in Mr. Bush's multibillion-dollar package of assistance, Mr. Ratchford said the aid package was still being refined and could later include some additional proposals to assist civilian researchers.

"It's too early to tell," he said. "What we are talking about is peanuts compared to the total package."

Frank Press, president of the National Academy of Sciences, said he was encouraged by the prospects.

"What we're talking about to stabilize the brain drain is only a few tens of millions of dollars," he said.

However, some American scholars expressed concern that the brain drain could be exacerbated by the State Department's plan to bring Russian scientists to work temporarily in the United States.

'A Great Deal of Unrest'

The major problem is not the ability to bring Russian scholars to the United States, said Eugene B. Skolnikoff, a political-science professor at the Massachusetts Institute of Technology. "It's providing resources there. In fact, the money will go much farther there."

Loren R. Graham, a professor of the history of science at MIT, who said he had similar concerns, predicted that a large number of the Russian scientists brought to the United States would eventually remain here.

"I'm not opposed to bringing them here for a short period of time," he said. "But they need help most in their own countries."

Robert L. Park, a professor of physics at the University of Maryland at College Park and director of the Washington office of the American Physical Society, said the program could also face opposition from the many U.S. scientists, particularly physicists, who have been unable to secure jobs at American universities.

"Among young Ph.D.s attempting to find positions in a tight job market, it's likely to create a great deal of unrest," he said.

International

Amid Yugoslavia's Strife, Sarajevo U. Is Assailed by Sectarian Rivalries

Continued From Page A41

cians and created a vacuum. "We felt called upon" to enter politics, he said.

"The return of nationalism is indeed a step back," added Mr. Buha, "but we have to go through this phase of tremendous social, spiritual, and moral crisis."

The return of virulent nationalism has damaged the social fabric not only of the university but of the entire republic. The outbreak of sectarian war in Sarajevo, a lovely city where the 1984 Winter Olympics were held, was only narrowly averted last month, largely as a result of the efforts of United Nations Secretary General Boutros Boutros Ghali and his peace negotiator, Cyrus R. Vance. By the time Mr. Vance sat down with the leaders of the republic's three main factions, armies representing the Serbs, Croats, and Muslims had been persuaded to stop shooting and take down their barricades.

Months of Fighting

Many people in Bosnia-Herzegovina have been shocked by the months of fighting in neighboring Croatia—both the scale of destruction and the viciousness—and the prospect of a civil war in their own homeland has them frightened.

The republic's Muslim president, Alija Izetbegovic, proclaimed independence last month and asked for international recognition—joining Croatia, Macedonia, and Slovenia. None has been granted such recognition by the Belgrade government or by the United States, although some European nations have recognized the breakaway republics.

President Izetbegovic subsequently agreed, in talks among representatives of Bosnia-Herzegovina's three dominant groups, to the creation of Swiss-style cantons that would answer to a central government in Sarajevo but would each be ruled by the dominant nationality. Negotiations on the future of the republic are continuing, under the sponsorship of the European Community.

Generally known now simply as Bosnia, the republic is a microcosm of Yugoslavia's intertwined religions, cultures, and political in-

terests. With an explosive mix of three nationalities living in claustrophobic proximity to each other, sectarian fighting can easily flare, as last month's events demonstrated. Bosnia is perhaps the most dangerous ethnic flash point in all the Balkans, a region long regarded as a powder keg. It was a struggle for control of Bosnia that led to World War I; the assassination in Sarajevo by a Serb nationalist of the heir to the Hapsburg throne was only the immediate pretext for the fighting.

Nearly 2 Million Muslims

What gives Bosnia its unique combustibility is that, in contrast to other Yugoslav republics, which are populated mainly by Christians, it is home to nearly 2 million Muslims, who make up about 45 per cent of the population.

To complicate matters, the Bosnian Muslims are actually ethnic Slavs who accepted Islam five centuries ago to retain their privileged positions in the Ottoman Empire. They always have held political center stage in Yugoslavia, accept-

"The Communists kept

ignorant people in power.

There is a need to have

educated people in

public life. Enough

of those morons!"



Jusuf Mulic, rector of the U. of Sarajevo: "We don't like it," he says of the political activity, "but what's to be done? They are citizens."

Serbs' and Croats' by proclaiming Bosnia's Muslims a nation. Tito's objective was clear: With Bosnia situated between Serbia and Croatia, which has always had its eye on Bosnian territory, he wanted to strengthen the Muslims' stabilizing function.

The leaders in the current debate on the future political shape of Bosnia are all professors at the University of Sarajevo. The Muslims—led by Ejup Ganic, an engineering professor and former Fulbright scholar, and Nihad Hasic, a physicist turned culture minister—argue for the creation of a secular state on the European model. The Serbs—led by Radovan Karadzic, a psychiatrist, and Nikola Koljevic, a Shakespeare expert and former Fulbright scholar—insist on a confederation based on ethnic groups. The Croats take the middle ground between the two.

A Rarity Among Academics

"The two concepts are not mutually exclusive," said Branko Huterer, a professor of music and one of the founders of the nationalistic Croatian Democratic Union. Mr. Huterer was a rarity among academics—he never was involved in politics and never joined the Communist Party, even though membership was virtually mandatory if one was to get any sort of promotion at the university. But he said he had felt a "moral obligation" to become politically active last year—even though he has since abandoned all work for his party.

"The Communists have for so many years kept ignorant people in power," said Naza Tanovic-Miller, a mathematics professor and a Muslim, who earned her doctorate at the Illinois Institute of Technology. "There is a need to have educated people in public life. Enough of those morons!"

University Is Crippled

But Ms. Tanovic-Miller said she had refused an offer to become Minister of Culture in a sectarian cabinet. "Nothing will be done here before a political solution is found," she said.

In the meantime, said her American husband, Harry Miller, who is

also a mathematician, the university is crippled.

Mr. Miller, who has taught at the University of Sarajevo since 1969, said the turmoil had produced an exodus of talented students and young graduates, who went to North America, Western Europe, and Australia.

"We have lost a few hundred of the best people in the fundamental sciences, electrical engineering, and medicine," he said.

The University of Sarajevo was established in 1949. Today it has 24 schools and faculties with a staff of 1,800 and more than 26,000 students. Until recently, it was run along sectarian lines with all important administrative positions rotating among Croats, Muslims, and Serbs.

In contrast to the political activism of faculty members, most students here have refrained from joining the nationalist parties. Typical is Aleksandra Maharemovic, a Serb from Croatia, who said she resented any type of nationalist

agitation on the campus. Until the outbreak of Yugoslavia's civil war last summer, a plurality of the students—37.6 per cent—identified themselves first as Yugoslavs, while 25.5 per cent regarded themselves first as Muslims, 20.4 per cent as Serbs, and 10.7 per cent as Croats.

The figures come from surveys conducted by the government and released in December.

Soaring Unemployment

Operations at the University of Sarajevo thus far have been virtually uninterrupted by the fighting in the country. The universities in Belgrade and Zagreb, in contrast, have experienced some disruptions and also have seen many of their students called up for service in the Serbian-backed national army or by Croatian militias.

But Mr. Mulic, the rector here, said the collapse of Yugoslavia's economy, which has created soaring numbers of unemployed white-collar workers in Bosnia, had eaten away at the university's treasury. "We are barely surviving," he said.

Intellectuals share in the frustrations felt throughout society, which has witnessed a dramatic decline in the standard of living. A professor who made the equivalent of \$1,000 a month one year ago has seen his salary reduced to the equivalent of \$80 a month today.

Government subsidies to the university have been reduced drastically. A recent and unexpected 450-per-cent increase in the price of natural gas has left the university without funds to pay for other services.

The U.N.'s peace-keeping troops may be the best hope that Yugoslavia's quarrelsome ethnic minorities can be kept from destroying each other and brought to some peaceful agreement. While the 14,000 peace keepers are to be deployed in neighboring war-torn Croatia, the U.N. headquarters has been set up in Sarajevo in an effort to prevent the factions in Bosnia from starting a major conflagration.

Czechoslovakia, Hungary, and Poland Agree on Plan to Integrate Universities

By BURTON BOLLAG

PRAGUE
Education ministers of Czechoslovakia, Hungary, and Poland have agreed on six projects to increase the integration of their universities and research institutions after four decades of Communist-imposed isolation.

The ministers agreed on the outlines of the projects after "quite a bit of controversy" at a meeting last month in eastern Czechoslovakia, according to Zdenek Deyl, the head of international relations at the Education Ministry of the Czech Republic.

He described efforts of the three countries to Westernize and integrate their higher-education systems as a "painful restructuring."

Discussions among the three countries on higher-education

issues have been going on for more than a year.

The projects are to be submitted to the European Community for possible financing under its program of assistance to Eastern Europe. Mr. Deyl said a decision on the application for more than \$10-million in assistance for this year alone was expected soon. He added that he anticipated approval of the request and hoped that work on the projects could begin as early as next month.

Among the planned projects: ■ A Bratislava-based office to work out mutual recognition of university credits and degrees among the countries.

■ A large Prague-based project to make science education more responsive to the needs of the region's economies, especially in science and technology.

Protests by Black Students Erupt on Several South African Campuses

By LINDA VERGNANT

CAPE TOWN
With South Africa's Committee of University Principals meeting in Pretoria this week to discuss the structure of post-apartheid higher education, a wave of protest by black students has disrupted operations on several campuses across the country.

Some of the protests were sparked by the expulsion of black students either because they had failed to pay overdue fees or not met academic standards. Campuses where protests turned violent include the racially open and traditionally liberal University of Natal and the University of the Western Cape, which regards itself as the intellectual home of the South African left. Some historically black universities have seen protests over alleged racism by white faculty members.

The Committee of University Principals represents 17 universities in South Africa. Among items to be discussed by the vice-chancellors this week are the financing of higher education, access to the universities, financial-aid and academic-support programs for disadvantaged students, and institutional autonomy and accountability.

Some of the issues on the agenda have been brought into sharp focus

by the recent round of campus unrest. In the latest violence, the offices of Jakes Gerwel, vice-chancellor of the University of the Western Cape, were ransacked last week by students protesting the expulsion of 189 of their classmates, most of whom had failed to pay outstanding balances on their 1991 tuition bills. In recent years the university has admitted growing numbers of students from very poor backgrounds.

Mr. Gerwel said earlier this year that 2,956 students owed a total of \$3.4-million in 1991 tuition fees. He said the university could not accede to demands that it enroll all students regardless of their debts. The university did arrange for 923 students who were succeeding academically and had debts of less than about \$750 to register.

Boycotts and Demonstrations

The Students Representative Council then began pressing for the administration to review the cases of 411 other students, about 220 of whom were eventually re-admitted. The action followed negotiations between student leaders and the administration, as well as class boycotts and demonstrations. A protest last week got out of hand when a group of about 60 militant students occupied Mr. Gerwel's

offices, threw files on the floor, and disrupted telephone service.

Mr. Gerwel condemned the militants' behavior and said student leaders must take responsibility for the actions of their followers.

'Serious Repercussions'

The student council condemned the form of the protest but continued to press for the re-admission of about 190 students.

Said Oupa Ntombela, a spokesman for the council: "We recognize that students have financial obligations to the university and the university has financial constraints. But this university is unique in that it has been proud to serve students from working-class communities. Obviously if the university is going to introduce a policy of financial exclusions, that in our view has serious repercussions. We want to have the doors of learning opened to everyone."

Njabulo Ndebele, vice-rector of the university, said at one point that it should be "a matter of national concern that students with proven ability to succeed are unable to finance their studies."

Among other protests in recent weeks: ■ About 350 students at the University of Natal at Durban went on a violent rampage across the cam-

pus to protest the expulsion for academic reasons of Knowledge Mladlose, a black law student. A member of the Students Representative Council, Mr. Mladlose was denied re-admission to the law school after failing 16 of 22 examinations over a two-year period.

James Leatt, vice-chancellor of the university, said that the violence was unacceptable and that there would be no compromising on academic standards: "What is at stake is the integrity of the University of Natal degrees." He subsequently announced that Mr. Mladlose would be allowed to appeal his expulsion in writing and that his case would be heard by a review panel.

■ At the University of Durban-Westville, students held a two-week boycott in support of their demand for the immediate suspension of a white professor who they allege is racist. The institution's vice-chancellor, Jairam Reddy, appointed a commission of inquiry to look into the allegations. Last week students decided to suspend the boycott pending the commission's report.

■ More than 3,000 students at the historically black University of Venda staged a protest against a white lecturer who they claimed was racist.

YUGOSLAVIA'S FRACTURED FEDERATION



CHRONICLE MAP BY JOJO DRAGHIN

China Plans Measures to Encourage Its Best and Brightest to Come Home

By NICK DRIVER

BEIJING Acknowledging that their country has failed to stem a massive brain drain, education authorities in China have unveiled a new series of measures designed to persuade their best and brightest to come home.

According to the official Xinhua News Agency, the Chinese Academy of Sciences plans to use financial and other incentives to lure émigré scholars and students.

Many students decided to stay abroad largely out of fear for their lives after the 1989 Tiananmen Square massacre and the repressive atmosphere that followed. Thousands of other Chinese who left the country to study or do research abroad simply prefer the working conditions in advanced Western countries and feel that their newly acquired skills and knowledge would go to waste in China.

To try to remedy the situation, the Chinese Academy has offered to set aside about \$500,000 a year to finance research grants, buy modern equipment, and improve

working conditions in the country, the Xinhua report said.

Leaders of the science academy and other top education officials have been grappling with the brain-drain problem for years. The new package is the first to offer financial incentives to émigrés to return. Other promised incentives include a pledge to put more trust in

"By the beginning of the next century, a majority of current leading researchers will retire and a younger generation will be needed."

intellectuals and not keep them chained to their jobs at research institutes. "The policies guarantee greater freedom to travel abroad after they have returned" and, while based in China, they will be allowed to visit foreign countries on a regular basis, the report said. The authorities are even trying

to woo Chinese students and scholars who are not thinking of returning immediately to help in other ways with China's modernization drive. Calling on their sense of patriotism, the new policy urges intellectuals studying abroad to continue to serve China by returning to give lectures, conduct symposiums, provide materials, or participate in research programs.

Critical Lack of Researchers

In the first statistical confirmation of the seriousness of the brain drain, officials acknowledged that only 25 per cent of the scholars sent abroad by the Chinese Academy of Sciences since China opened her doors in the late 1970's had returned. The academy disclosed last week that over the past 14 years only 3,700 of the more than 15,000 students and scholars it had sent abroad to study had returned to work in China.

The consequence of this exodus, according to the deputy director of the academy's education bureau, Shi Tingjun, is a critical lack of qualified researchers and professors, especially in the sciences. Chinese officials are increasingly worried by signs that the best and brightest of the country's younger generation are voting with their feet and refusing to replace the core of Soviet-trained professionals due to retire this decade.

The academy "is facing a serious transition in generations," Mr. Shi said, adding: "By the beginning of the next century, a majority of current leading researchers will retire and a younger generation will be needed to assume their posts."

Australian Students Clash With Police in Protest Over Financial-Aid Shift

By GEOFFREY MASLEN

MELBOURNE A protest march by Australian university students angry about the federal government's plans to change its financial-aid policies turned into a violent confrontation with the police in Melbourne.

Thousands of students stormed the State of Victoria's Parliament building here after breaking through police lines. They rammed locked doors to try to force their way into the building and fought with police officers who attempted to stop them. Windows in the office of the state's Premier, Joan Kirner, were smashed, and she had to be escorted from the building by armed police. At least 22 police officers were injured in the mêlée, which observers here said was the worst student violence against the police ever seen in Australia.

The march through downtown Melbourne was part of a week-long national campaign organized by students to show their opposition to the government's plan to shift the bulk of student-aid funds from grants to loans. The march, however, became a battle. At the height of the riot, the police were forced to release four students they had arrested after the van in which the prisoners were being held was surrounded by an angry mob.

The National Union of Students had called for protest rallies across the country as part of its campaign against a proposal that would re-

place the current system of student grants with government-backed loans. The leaders of the student union condemned the violence, saying it had not been planned. Under the existing student-aid program, called "Austudy," the government spends \$1-billion (U.S.) a year providing need-based allowances to eligible students.

Interest-Free Loans Proposed

But the government, seeking to increase the program's effectiveness, called on Bruce Chapman, a professor of economics at Australian National University, to evaluate the Austudy program and recommend ways to improve it.

In a draft report, Mr. Chapman said Austudy appeared to have played little part in encouraging students to go on to higher education. He proposed that the government replace the grants system with a loan program. Students qualified for an allowance would be able to take out an interest-free, income-contingent loan for a large amount, giving them increased financial flexibility.

Angry students on campus across the country rejected the proposals and called on the government to increase the current allowance levels, which they claimed placed most students below the poverty line.

Mr. Chapman's final report and recommendations are due this month.

CONFERENCES



The American Association of University Administrators

AAUA's 22nd Year Assembly XXI: Doing More With Less: The Challenge of Constraints

June 12-15, 1992
Cincinnati, Ohio
The Terrace Hilton

Added Attractions: Just down the street from the Hilton is the newly renovated Tower Place—a shopping extravaganza of over sixty-five stores and restaurants. Saks Fifth Avenue and Convention Place Mall are also nearby. Beautiful waterfront dining is offered just across the Ohio River at Covington Landing. The Cincinnati Art Museum, Krohn Conservatory, Bicentennial Commons, and the Cincinnati Zoo are just a short distance from the hotel.

For Hotel Reservations:
The Terrace Hilton
(513) 381-4000

For Conference and Complete Program Information:
AAUA, General Secretary's Office
(202) 994-6503
2121 Eye Street, N.W.
Washington, DC 20052

HIGHLIGHTS
EDUCATION FOR PUBLIC RESPONSIBILITY IN A TIME OF FISCAL CONSTRAINT: Frances Moore Lappe and Paul Du Bois, founders of the Institute for the Arts of Democracy, will discuss the obligation colleges and universities have to empower students for leadership roles in a rapidly changing world.

TOTAL QUALITY MANAGEMENT: Steven Hunt, partner and TQM specialist with Arthur Andersen, and Robert Cornesky, TQM consultant and academic administrator, will discuss the relevance of TQM for colleges and universities.

BUDGET MANAGEMENT/ENROLLMENT MANAGEMENT: Kent Chabator, VP for Finance, Bowdoin College and member of the Harvard IEM Team and Randi Levitz, Executive VP, National Center for Student Retention, will speak about financial management and enrollment shifts in higher education.

FISCAL CONSTRAINTS: A PRESIDENT'S PERSPECTIVE: Gloria Randle Scott, President, Bennett College

EXEMPLARY ADMINISTRATIVE LEADERSHIP AWARDS: Recipients will present their winning programs on the theme: "DOING MORE WITH LESS: THE CHALLENGE OF CONSTRAINTS."

WORKSHOPS • INTER- AND INTRA-INSTITUTIONAL COOPERATION: A source of financial saving will be discussed by Leo Goodman-Malemut, President of Governors State University. **LEGAL ISSUES:** Patricia Hollender, AAUA General Counsel, will address legal aspects of downsizing, retrenchment and political correctness.

STUDENT RIGHTS: William Bryan, Vice-Chancellor of Student Affairs at the University of North Carolina, will discuss a Student Bill of Rights. **ENROLLMENT MANAGEMENT: A HANDS-ON APPROACH:** By James Carr, VP of Harding University. **STRATEGIC PLANNING IN THE 1990s:** a presentation by Virginia Plucci, VP for Administration and Planning, and others from Governors State University.

PRECONFERENCE WORKSHOP (optional with fee): UNDERSTANDING THE BUDGET PROCESS: A SHORT COURSE FOR EVERYONE BUT FISCAL OFFICERS: James McGovern, Associate VP for Medical Affairs, Case Western Reserve.

CREDENTIALS REVIEW (optional by appointment, with fee): Individual consultations with representatives of leading national search firms.

Name Dropping

LAST WEEK H. Ross Perot, the Texas billionaire who is considering an independent bid for the Presidency, named as his "interim" running mate **James Bond Stockdale**, retired vice-admiral, former president of the Citadel, and now a senior research fellow at the Hoover Institution at Stanford University.

Before that appointment, *The Boston Globe* reported that an aide of Mr. Perot had asked **John R. Silber**, president of Boston University, if he would consider serving as Mr. Perot's running mate. Mr. Silber is a former chairman of philosophy and a former dean of the college of arts and sciences at the University of Texas at Austin. After the story appeared in the *Globe*, Mr. Perot and Mr. Silber both issued statements. Mr. Perot's said that neither he nor his aides had contacted Mr. Silber. Mr. Silber's said that he had been called by someone claiming to work for Mr. Perot but that "If Ross Perot wanted me as his running mate, he would call me directly." Mr. Silber said he had told the caller that he would not abandon his own party to run as an independent.

Mr. Silber was the unsuccessful Democratic candidate in the 1990 Massachusetts gubernatorial race.

William H. Smith, professional staff member for the Subcommittee on Defense Industry and Technology of the U.S. Senate Armed Services Committee, has quit that post to join the Washington office of the Georgia Institute of Technology. Mr. Smith was responsible for university-research issues on the subcommittee. A spokesman for Georgia Tech says that the institution already has a contract with a lobbyist and that Mr. Smith will not be lobbying. "He will be working closely with the governmental agencies in an effort to develop programs that will serve the nation's interests as well as capitalize on the strengths of our faculty," the spokesman says.

Last week's Gazette section of this paper reported that **Sheila E. Megley** had been named president of Salve Regina University. Not so. Sister Sheila has been named president of Regis College in Massachusetts. **Lucille McKillop**, president of Salve Regina College since 1973, remains in office.

Sister Sheila brings a broad assortment of qualifications to her new position: Her bachelor's degree is in mathematics; she has master's degrees in theology, English literature, and financial management; her Ph.D. is in English literature; and she qualified as a CPA by passing the certification exam last year.

After the burst of activity accompanying the release of the names of the 145 candidates for the presidency of the University of Wisconsin System (Name Dropping, March 18), few were surprised when the choice was announced last week: **Katharine C. Lyall**, acting president of the system since **Kenneth A. Shaw** resigned last August. Ms. Lyall also served as acting president from June 1985 to February 1986 after the resignation of **Robert M. O'Neill**.

The appointment cuts the lists of finalists for the presidency of the College of William and Mary to four. Ms. Lyall had been the fifth.

Barbara Bush will visit a number of campuses this commencement season. The First Lady is scheduled to deliver addresses at Pepperdine University on April 16, Marquette University on May 17, and Louisiana State University on May 21. She will also take part in an honors convocation at Central State University on May 12.

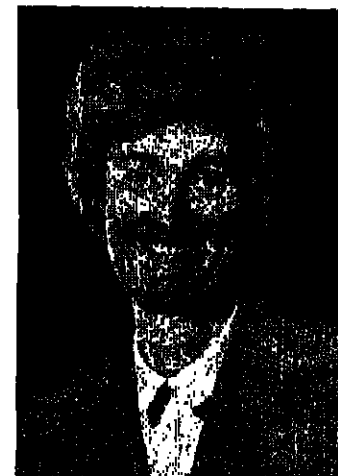
Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Lee E. Meadows
W. K. Kellogg
Foundation



Elizabeth Gruner
Reed College



Sheila E. Megley
Regis College
(Mass.)



William J. Farrell
University System
of New Hampshire



David DeBlasi
St. Clair County
Community College

■ **New college and university chief executives:** College of Aeronautics, Richard B. Goetze, Jr.; Culver-Stockton College, Edwin B. Strong, Jr.; Allan Hancock Community College, Ann F. Stephenson; Laramie County Community College, Charles H. Bohlen; Limestone College, Walt Griffin; Maryville University (Mo.), Keith H. Lovin; Regis College (Mass.), Sheila E. Megley; University of Wisconsin System, Katharine C. Lyall; University System of New Hampshire, William J. Farrell; Youngstown State University, Leslie H. Cochran.

■ **Other new chief executives:** Association of College Unions—International, Scott T. Rickard; Music Library Association, Richard Griscom.

Appointments, Resignations

Bob Beardsmore, vice-president for instruction and student services at Everett Community College, has announced his retirement, effective July 1.

William Berry, assistant to the president for minority-student services at Rockland Community College, to executive assistant to the president.

Charles N. Bohlen, dean of the Community and Technical College of U. of Toledo, to president of Laramie County Community College, effective July 1.

John H. Brooks, Jr., former chairman of theater arts at Loyola U. (Ill.), to chair of theater arts at Northern Illinois U., effective July 1.

Carl H. Caldwell, dean of academic affairs at Bridgeview College, to vice-president and dean of Franklin College (Ind.).

Leslie H. Cochran, provost of Southeast Missouri State U., to president of Youngstown State U.

Lola A. DeLara, former director of corporate, foundation, and government support at Hobart and William Smith Colleges, to director of corporate and foundation relations at Butler U.

David DeBlasi, associate director of financial aid at Community College of Rhode Island, to director of financial aid at St. Clair County Community College.

William J. Farrell, president of Plymouth State College, to chancellor of U. System of New Hampshire, effective July 1.

Sister Margaret Fitzpatrick, assistant to the president at St. John's U. (N.Y.), to senior vice-president for the Queens campus.

Henry Givens, professor of educational leadership at Miami U. (Ohio), to professor of secondary education at Pennsylvania State U.

Richard H. Goetze, Jr., former professor at Naval War College, to president of College of Aeronautics.

Joseph Griffin, former director of institutional advancement at Fox Chase Cancer Center, to senior advancement officer at Albright College.

Walt Griffin, associate dean and director of the Cincinnati Center for the College of Undergraduate Studies at Union Institute (Ohio), to president of Limestone College, effective July 1.

Elizabeth Gruner, former director of development and alumni affairs for the graduate school of business at U. of Pittsburgh, to director of development at Reed College.

Janet Krowawa, former associate director of development at Stanford U., to director of development for the college of engineering at U. of California at Davis.

Keith H. Lovin, provost and vice-president for academic and student affairs at U. of Southern Colorado, to president of Maryville U. (Mo.).

Katharine C. Lyall, acting president and former executive vice-president of U. of Wisconsin System, to president.

Continued on Following Page

Gazette

Continued From Previous Page
William W. Mays, interim assistant chancellor for student affairs at U. of Wisconsin at Milwaukee, to assistant chancellor.
Shella M. Magley, executive vice-president and provost at State College (Mass.), to president of State College (Mass.), effective August 1. (This corrects an item published in the April 1 issue of *The Chronicle*.)

Elaine Padilla, executive assistant to the president at Rockland Community College, to vice-president for instructional and community services.
Don L. Park, associate executive director at Sigma Delta Chi Inc., to vice-president for university advancement at Ball State U.

Albert Rabenstein, professor of religion at Princeton U., to dean of the graduate school.

Judith S. Rodin, dean of the Graduate School of Arts and Science at Yale U., to provost.

Edna Saxton, chairman of nursing at Hartwick College, has announced her retirement, effective in June.

Paul Sheenan, director of news services at Quincy College (Ill.), to director of public relations.

Joel H. Shiley, professor of history at Cornell U., to director of the university's Council on International Programs.

Gary R. Solomon, Jr., director of public relations and marketing at Philadelphia College of Textiles and Science, to director of marketing at St. Clair Community College.

Martha J. Silver, auditor at Purdue U., to director of nursing.

Ann F. Stephenson, vice-president and assistant superintendent at Cabrillo Community College.

Michael Stelmach, sports information director at Virginia Military Institute, to director of public relations.

Edwin B. Strong, Jr., associate professor of political science at U. of Tulsa, to president of Culver-Stockton College.

Deborah S. Wink, associate dean for development and alumni affairs at the school of law at College of William and Mary, to director of corporate and foundation relations.

Malcolm W. Woodell, director of corporate and foundation relations and director of development for the school of computer sciences at Carnegie Mellon U., to vice-president for development at Point Park College.

Raymond A. Yannuzzi, former acting vice-president for academic affairs at New Community College of Baltimore, to dean of instructional support services at Delaware County Community College.

IN THE ASSOCIATIONS

Lawrence N. Gold, president and founder of Public Policy Associates (Washington), to director of the Colleges and Universities Department at American Federation of Teachers.

Richard G. Rosen, head of the music library at U. of Louisville, to executive secretary of Music Library Association.

Scott T. Rieckard, former associate dean of arts and sciences at U. of Maryland-Baltimore County, to executive director of Association of College Unions-International.

June Wellman, deputy director of California Postsecondary Education Commission, to vice-president for government relations at National Association of Independent Colleges and Universities.

MISCELLANY

Lee S. Meadows, consultant in Detroit, to manager of organizational learning at W. K. Kellogg Foundation.

J. Allen Norris, Jr., president of Louisville College, to treasurer and business administrator at North Carolina Conference of the United Methodist Church (Raleigh, N.C.).

Deaths

Wilfred Carley, 60, professor of black studies at City College of City U. of New York, March 28 in New York.

Arthur Gronquist, 73, senior scientist at New York Botanical Garden and former adjunct professor of botany at Columbia U. and City U. of New York, March 22 in Provo, Utah.

Harvey M. Johnson, 51, professor of law at Pace U., March 19 in Pittsburgh.

Richard W. Mays, 73, former president of Council on Postsecondary Accreditation, former director of postsecondary education at Education Commission of the States, and former chancellor of Massachusetts Board of Higher Education, April 1 in Washington.

Thomas Moran, 69, former professor of business at Rutgers U. and Seton Hall U., March 26 in Livingston, N.J.

Diane W. Smith, 43, professor of mechanical engineering at U. of Maryland at College Park, March 24 in Washington.

Peter Sammartino, 67, founder and president emeritus of Fairleigh Dickinson U., March 29 in Rutherford, N.J.

Colleen S. Smiley-Owens, 40, assistant professor of psychology at U.S. Naval Academy, March 22 in Bethesda, Md.

Russell T. Smith, 47, former head of School of Museum of Fine Arts at U. of North Carolina at Chapel Hill, March 14 in Tucson, Ariz.

Gray H. Smith, 86, former professor of psychology at New York U., March 24 in Hartford, Conn.

James E. Webb, 85, former head of National Aeronautics and Space Administration, March 27 in Washington.

Hard C. Willard, 89, professor emeritus of meteorology at Massachusetts Institute of Technology, March 26 in West Concord, Mass.

Catherine Wolkonosky, 96, former chairman of the State department at State U. of New York at Albany and former professor and chairman of Russian at Vassar College, March 19 in Suffern, N.Y.

20-23: Energy. "Energy and Environment: Transitions in Eastern Europe," international conference, Energy and Environmental Research Center and Power Research Institute Prague, Prague, Contact: Gerard Greenwald, (701) 777-5132; Frank Beaver, (701) 777-2869; or Michael Jones, (701) 777-5132.

21: Philosophy. "Marxism and the Natural Sciences," symposium, Boston University, Boston, Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

22: Technology. "Educational Technology and Interactive Strategies," videoconference, George Washington University, Contact: Braden Kuhlman, (800) 476-5001.

22-24: Research administration. "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Council on Research Administration, Suite 230, One Dupont Circle, Washington 20036; (202) 462-3894.

23-24: Alumni. "Managing a Small Alumni Office," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Savannah, Ga. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Community service. "Experience the Power: National Service Learning," National Youth Leadership Council and Project Service Learning, Everett Pacific Hotel, Everett, Wash. Contact: (206) 322-7197, or (612) 631-3672.

24: Environment. "When the Landfills Become a Landfill," international conference, California State Polytechnic University, Pomona, Cal. Contact: Landfill Conference, California State Polytechnic University, 3801 West Temple Avenue, Pomona, Cal. 91768; (714) 869-4449; fax (714) 869-2292.

23-24: Higher education. Deans' seminar, Council of Colleges of the Americas, Doubletree Hotel, Albuquerque, N.M. Contact: Richard J. Hopkins, Executive Director, CCAA, Ohio State University, 185 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

23-24: Institutional advancement. "Strategies for Effective Community Relations," workshop, Council for Advancement and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Learning. "Year of the Renaissance: The Renaissance of Learning," conference, Cameron University, Lawton, Okla. Contact: Jack Bowman, Year 2000 West Gore Boulevard, Lawton, Okla. 73505-6377; (405) 581-2422.

23-24: Legal studies. "Beyond Our Borders: Global Themes in Legal Studies," annual international conference, American Bar Association's Commission on Legal Studies, Rye Town Hilton Hotel, Rye, N.Y. Contact: John Paul Ryan, ABA Commission on Legal Studies, 541 North Fairbanks Court, Chicago 60611-3314.

23-24: Multicultural issues. "Multicultural Team Building and Strategic Planning Institute," Lenox-Rhine College, Orlando, Fla. Contact: Jackie Brown, (704) 328-7353 or (704) 327-2957, or (800) 869-7794.

23-24: Students. Annual conference, National Organization of Student Assistance Programs and Partners, Clifton Center, Suite 106, 4760 Walnut Street, Boulder, Colo. 80301; (303) 440-7843.

23-24: Visual culture. "Visual Culture: Film, Photography, History," international conference, University of Wisconsin-Milwaukee, Milwaukee, Contact: Kathleen L. Smith, Director, Center for Twentieth Century Studies, University of Wisconsin, P.O. Box 413, Milwaukee 53201; (414) 225-4141, fax (414) 225-5964.

23-24: William Inge. "The Psychological and Social Issues in the Plays and Films of William Inge and His Contemporaries," annual William Inge Festival and Conference, Independence Community College and other sponsors, Community College, Kan. Contact: J. W. Ward, Artistic Director, William Inge Festival XI, Independence Community College, P.O. Box 708, Independence, Kan. 67301-0708.

24: Alumni. "Case Study of a Gold Medal Alumni Relations Program," workshop, Council for Advancement and Support of Education, University of Iowa, Iowa City, Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

24: Freshman year experience. "Freshman Year Experience Seminar," Freshman Year Experience Resource Seminar, University of South Carolina and other sponsors, Detroit, Contact: Freshman Year Experience Conferences, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

24: History. "Historical conference, New England Historical Association, Assumption College, Worcester, Mass. Contact: Peter C. Holloran, NEHA, Pine Manor College, Chestnut Hill, Mass. 02167; (617) 731-7066.

23-24: Assessment. "Quality in Prior Learning Assessment Programs," workshop, Council for Adult and Experiential Learning, Chicago, Contact: Diana Barnford-Rea, Suite 510, 223 West Jackson Boulevard, Chicago 60606; (312) 922-5909, fax (312) 922-1769.

23-24: Critical thinking. "Critical-Thinking Teaching Strategies," Critical-Thinking Foundation for Critical Thinking, Inc., Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Cal. 94928; (707) 664-2940.

23-24: Teaching. "Teaching Writing and Instructional Practices," University of Chicago, Chicago, Contact: Pearl Gans, University of Chicago, 5835 South Kimbark Avenue, Chicago 60637; (312) 702-7503, fax (312) 702-6814.

23-24: Technology. International conference on technology education, University of Missouri and other sponsors, Weimar, Germany, Contact: Michael Dyrrenfurth, University of Missouri, 105 London Hall, Columbia, Mo. 65211; (314) 882-2782, fax (314) 882-2071, BITNET: PAVY77@UMCVM.

24: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel

Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Business officers. "Senior Business Officers Conference," National Association of College and University Business Officers, Jacksonville, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

20-23: Energy. "Energy and Environment: Transitions in Eastern Europe," international conference, Energy and Environmental Research Center and Power Research Institute Prague, Prague, Contact: Gerard Greenwald, (701) 777-5132; Frank Beaver, (701) 777-2869; or Michael Jones, (701) 777-5132.

21: Philosophy. "Marxism and the Natural Sciences," symposium, Boston University, Boston, Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

22: Technology. "Educational Technology and Interactive Strategies," videoconference, George Washington University, Contact: Braden Kuhlman, (800) 476-5001.

22-24: Research administration. "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Council on Research Administration, Suite 230, One Dupont Circle, Washington 20036; (202) 462-3894.

23-24: Alumni. "Managing a Small Alumni Office," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Savannah, Ga. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Community service. "Experience the Power: National Service Learning," National Youth Leadership Council and Project Service Learning, Everett Pacific Hotel, Everett, Wash. Contact: (206) 322-7197, or (612) 631-3672.

24: Environment. "When the Landfills Become a Landfill," international conference, California State Polytechnic University, Pomona, Cal. Contact: Landfill Conference, California State Polytechnic University, 3801 West Temple Avenue, Pomona, Cal. 91768; (714) 869-4449; fax (714) 869-2292.

23-24: Higher education. Deans' seminar, Council of Colleges of the Americas, Doubletree Hotel, Albuquerque, N.M. Contact: Richard J. Hopkins, Executive Director, CCAA, Ohio State University, 185 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

23-24: Institutional advancement. "Strategies for Effective Community Relations," workshop, Council for Advancement and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Learning. "Year of the Renaissance: The Renaissance of Learning," conference, Cameron University, Lawton, Okla. Contact: Jack Bowman, Year 2000 West Gore Boulevard, Lawton, Okla. 73505-6377; (405) 581-2422.

23-24: Legal studies. "Beyond Our Borders: Global Themes in Legal Studies," annual international conference, American Bar Association's Commission on Legal Studies, Rye Town Hilton Hotel, Rye, N.Y. Contact: John Paul Ryan, ABA Commission on Legal Studies, 541 North Fairbanks Court, Chicago 60611-3314.

23-24: Multicultural issues. "Multicultural Team Building and Strategic Planning Institute," Lenox-Rhine College, Orlando, Fla. Contact: Jackie Brown, (704) 328-7353 or (704) 327-2957, or (800) 869-7794.

23-24: Students. Annual conference, National Organization of Student Assistance Programs and Partners, Clifton Center, Suite 106, 4760 Walnut Street, Boulder, Colo. 80301; (303) 440-7843.

23-24: Visual culture. "Visual Culture: Film, Photography, History," international conference, University of Wisconsin-Milwaukee, Milwaukee, Contact: Kathleen L. Smith, Director, Center for Twentieth Century Studies, University of Wisconsin, P.O. Box 413, Milwaukee 53201; (414) 225-4141, fax (414) 225-5964.

23-24: William Inge. "The Psychological and Social Issues in the Plays and Films of William Inge and His Contemporaries," annual William Inge Festival and Conference, Independence Community College and other sponsors, Community College, Kan. Contact: J. W. Ward, Artistic Director, William Inge Festival XI, Independence Community College, P.O. Box 708, Independence, Kan. 67301-0708.

24: Alumni. "Case Study of a Gold Medal Alumni Relations Program," workshop, Council for Advancement and Support of Education, University of Iowa, Iowa City, Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

24: Freshman year experience. "Freshman Year Experience Seminar," Freshman Year Experience Resource Seminar, University of South Carolina and other sponsors, Detroit, Contact: Freshman Year Experience Conferences, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

24: History. "Historical conference, New England Historical Association, Assumption College, Worcester, Mass. Contact: Peter C. Holloran, NEHA, Pine Manor College, Chestnut Hill, Mass. 02167; (617) 731-7066.

23-24: Assessment. "Quality in Prior Learning Assessment Programs," workshop, Council for Adult and Experiential Learning, Chicago, Contact: Diana Barnford-Rea, Suite 510, 223 West Jackson Boulevard, Chicago 60606; (312) 922-5909, fax (312) 922-1769.

23-24: Critical thinking. "Critical-Thinking Teaching Strategies," Critical-Thinking Foundation for Critical Thinking, Inc., Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Cal. 94928; (707) 664-2940.

23-24: Teaching. "Teaching Writing and Instructional Practices," University of Chicago, Chicago, Contact: Pearl Gans, University of Chicago, 5835 South Kimbark Avenue, Chicago 60637; (312) 702-7503, fax (312) 702-6814.

23-24: Technology. International conference on technology education, University of Missouri and other sponsors, Weimar, Germany, Contact: Michael Dyrrenfurth, University of Missouri, 105 London Hall, Columbia, Mo. 65211; (314) 882-2782, fax (314) 882-2071, BITNET: PAVY77@UMCVM.

24: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel

Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Business officers. "Senior Business Officers Conference," National Association of College and University Business Officers, Jacksonville, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27: Admissions. College fair, National Association of College Admissions Counselors, Sheraton Society Hill Hotel, Philadelphia, Contact: Ruth Westerfield, Director of Graduate Admissions, Drew University, Madison, N.J. 07940.

23-24: Fund raising. "Tax Planning for Charitable Giving," seminar, Indiana Mich. Contact: ICA, Suite 500, 222-9757, fax (312) 222-9411.

23-24: Solenace. Annual meeting, National Academy of Sciences, Washington, D.C. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

for the 90's," seminar, National Association of College and University Food Service, Fort Collins, Colo. Contact: NACFUS, Suite 303-304, 1405 South Harrison Road, Monty Miles Building, Michigan State University, East Lansing, Mich. 48824.

24-26: Interdisciplinary studies. "Old Worlds in the New World," interdisciplinary conference on the encounter of Africa and Europe in the Americas, Haitian Institute for Cultural and Scientific Research and University of the District of Columbia, Washington, Contact: Marc A. Christopher, Department of Foreign Languages, University of the District of Columbia, Room M14104, 4200 Connecticut Avenue, N.W., Washington 20008.

24-26: Minorities. "Race, Class, Color, and Nationality: The African American Search for Identity," conference, Temple University, Philadelphia, Contact: Temple University, Center for African American History and Culture, Suite 410, Suite B18, 13th and Cecil B. Moore Avenue, Philadelphia 19122; (215) 787-8551.

24-26: Philosophy. "Simone Weil and the Concept of a Person," meeting, American Well Society, Mount St. Mary's College, Los Angeles, Contact: Eric J. Springfield, Department of Philosophy, Jacksonville, Ill. 62650.

24-26: Political science. Annual meeting, New York State Political Science Association, Buffalo, N.Y. Contact: Nancy E. McGlen, Department of Political Science, Niagara University, Niagara University, N.Y. 14109; (716) 285-1212, ext. 322 or Robert Heintzman, Division of Social Science, Alfred University, Box 545, Alfred, N.Y. 14802; (607) 871-2970.

24-26: Victorian studies. "England in the 1890's," annual meeting, Midwest Victorian Studies Association, South Bend, Ind. Contact: Michael J. Bennett, Department of English, Loyola University, Chicago, 6525 North Sheridan Road, Chicago 60626.

24-26: Women's studies. "Renaissance of the Grounds for Our Struggle: Connecting Women's Lives in Theory, Practice, and Performance," conference, Bowling Green State University, Bowling Green, Ohio, Contact: Arlene Spores, Women's Studies Program, Bowling Green State University, 248 Shantel Hall, Bowling Green, Ohio 43403; (419) 372-1133.

24-26: Children and legal issues. "The Law and Children's Mental Health," Institute, New University and Cleveland Clinic Foundation, Fort Lauderdale, Fla. Contact: (800) 541-6682, (562) 572 or 7550, (305) 475-7572, or (305) 760-5708.

24-26: Philosophy. Central-division meeting, American Philosophical Association, Louisville, Ky. Contact: Hugh McCann, Philosophy, Department, Texas A&M University, Contact: Texas A&M University, Seminars, 77843.

24-26: Freshman year experience. "Freshman Year Experience Seminar," Freshman Year Experience Resource Seminar, University of South Carolina and other sponsors, Detroit, Contact: Freshman Year Experience Conferences, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

24: History. "Historical

